

THE DEAF *American*

Anaheim Public Library Display
(See The Editor's Page)

THE NATIONAL MAGAZINE FOR ALL THE DEAF

July-
August
1975

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The Editor's Page

Our Cover Picture . . . And a Suggestion

For our July-August cover picture, we had several choices. Usually, the cover picture is used to play up the lead article in a given issue. We finally settled on the display at the Anaheim (California) Public Library, even without an article. Had the picture been run on one of the "news" pages, the caption would have been thus:

LIBRARY DISPLAY ATTRACTS ATTENTION—The Anaheim (California) Public Library recently featured a display on the deaf that attracted sustained attention and resulted in every book the library had on the subject being checked out shortly after the display went up. Mary E. Wilkins, curator of the Mother Colony History Room at the library, who became interested in the deaf about a year ago when she enrolled in an adult education "Communication with the Deaf" class, asked the library's display artist to put together an exhibit on the first floor of the library and contributed several items from her personal collection. Miss Wilkins feels that if DA readers could interest just one librarian in their communities in the problems of the deaf then similar displays could go up everywhere. Librarians are always looking for a fresh idea for book displays.

And now for the suggestion . . .

Throughout the United States are some 300-500 large city libraries that have few, if any, books on deafness and the deaf. Perhaps nobody has ever encouraged these libraries to begin such a collection—or provided them with sources of books.

And several hundred college and university libraries have not seen fit to acquire a broad cross selection of material on deafness and the deaf. Again, they have not been asked to do so or have not been sufficiently informed as to the existence of pertinent books.

It is not enough for the National Association of the Deaf or other organizations to flood libraries with publication lists. The deaf themselves can accomplish the most by working in their own communities.

Initial encouragement to libraries can be in the form of a few donated books—donated in the name of some organization or individual. Personal contacts with librarians, armed with publication lists and flyers, are likely to bring results.

Special occasions such as Deaf Awareness Week can be utilized in getting libraries to arrange displays—of their own books and perhaps some borrowed. Formation of sign language classes in library settings is another possibility that should not be overlooked.

Public libraries say that most of the requests they get for books nowadays are those dealing with the language of signs. College and university libraries need books dealing with the deeper aspects of deafness, including periodicals.

Readers who know of book displays (and collections) similar to the one at Anaheim are urged to write us—and send pictures if possible. For those wishing to write Anaheim Public Library, the address is 500 West Broadway, Anaheim, California 92805, Attention Miss Mary Elizabeth Wilkins, Curator, Mother Colony History Room.

Captioned Evening News Adds 14 Stations

The July Newsletter from The Caption Center, WGBH-Boston, states that the Captioned ABC Evening News is now seen on 127 stations in the Public Broadcasting Service network. Latest additions are nine Alabama Educational Television Commission stations and five Connecticut Public Television outlets.

The Caption Center is featuring programs other than straight news whenever feasible. For example, the July 4 presentation was "Monuments"—a captioned treatment of monuments as they fix a feeling about time, a place, a moment or a person for future generations.

On Wednesday nights, "mini-features" are offered about timely topics of interest to the deaf. Questions from viewers are offered Thursday nights. These additions are sandwiched where commercial breaks fill out the original ABC Evening News programs.

The week of August 4-8, the Captioned ABC Evening News will be presenting daily coverage from Washington, D. C., of the VII World Congress of the Deaf. The Caption Center has proved itself capable of on-the-spot reporting, as witness the Winter Games at Lake Placid and the COSD Forum in Atlanta. More power to WGBH-TV!

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JULY-AUGUST 1975

Hoosier Bob Bates—Outstanding Mathematician, Programmer

By EUGENE W. PETERSEN



The Robert Bates family, left to right: Randolph, Robert, Jr., Mrs. Bates, Mr. Bates, Roger and Richard.

Robert Bates always has had a mind of his own. One hot summer night, when he was four years old and living on a farm near Evansville, Indiana, he found his room unbearable and sneaked out in search of a more comfortable bed. Later, when his parents made their usual bed-check, they found him missing and after several frantic hours found him snoozing peacefully in a hog trough. That time his relieved mother clasped her aromatic son to her bosom; but a few years later, when Bob started his education at St. Mary School in Mt. Carmel, Illinois, and found the parrot method of teaching so boring he walked off during the morning recess, she used a hairbrush to teach him the virtues of patience.

In 1936, the family had moved back to Hoosierland to settle in Evansville and his father bought a new car—the first the family had had since the Great Depression. It was a big day for Bob as he eagerly waited for his father's arrival and a ride. When his dad finally showed up, he had to tell his young son he couldn't keep his promise because "The tank needs to be filled before we can go anywhere." Young Bob, taking his father literally, tried to help by filling the gas tank with coal ashes.

So Bob Bates learned to balance independence and conformity against innovation and discipline—useful skills for a computer programmer.

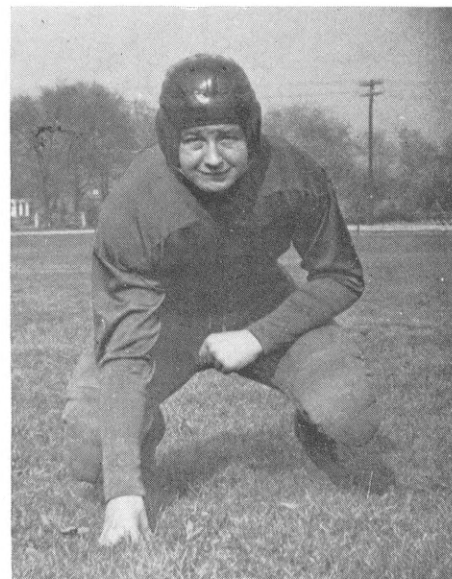
By age six, Bob already had the reputation of being a good cabinetmaker and neighbors were saying he was destined to be a carpenter; and he might have if fate hadn't stepped in: In September 1937, on his way to a birthday party in a new sailor suit, Bob collapsed and blacked out. He had scarlet fever. He lay in a coma for a week and after the crisis was over he remained bedridden for a year—unable to walk. He was written off by some as permanently paralyzed. Eventually, strength returned to his legs, but the virus had permanently destroyed his hearing, a fact his parents couldn't at first accept. His mother rejected the doctor's decision, pointing out he could "hear" hard pounding on the table and foot-stomping on the floor. It was difficult for her to accept the fact it was just the vibrations that caught his attention.

But once she accepted the doctor's diagnosis that her son was permanently deaf, she set out searching for means to continue his education. She spent days inspecting the various schools—local special day school, oral school, private school, state residential school and tutoring. When she finally made a decision, she notified his maternal grandmother that she was sending him to the Indiana School for the Deaf at Indianapolis. The grandmother questioned her decision: "Why send the poor kid so far away? Keep him at home." His mother replied, "It's for Bobby's education, not yours or mine."

That settled it and in September 1938 Bob was off to Indianapolis. An uncle (now a Federal judge in Illinois) wanted the honor of driving his nephew and the family to Indianapolis. As often happened in residential schools before summer orientations became standard for new students, Bob's parents dropped off a gentle child who became wild with anxiety as he saw his family drive off without him.

The first few weeks at the Indiana School were frustrating as Bob was confused by the different methods of teaching—the oral method, which was used in the primary department to give parents what they wanted, and the simultaneous method, which was used on the campus and in certain classes to give the students what they needed. Bob was bumped from first grade to kindergarten, but after learning the game was promoted to second grade the following year. The remaining years in the primary department were monotonous—typical of schools for the deaf in the oral heyday, lightened by initiation into the Cub Scouts under John O'Brien.

Once Bob moved into the intermediate department, where the combined method was openly permitted, he blossomed. He became interested in arithmetic while in Miss Myrtle Tucker's class. Miss Tucker was simultaneously gratified and chagrined by her star pupil's quickness in comprehending the processes and his habit of doing the problems correctly, then copying the final results wrong. Eventually, she got him straightened out and the intermediate years were happy, with O'Brien



Robert Bates as a football lineman at the Indiana School for the Deaf.

and Thomas Waisner as Boy Scout leaders; basketball, with Gregory Kratzberg as coach; cabinetmaking with Lester Stanfill, and mechanical drawing under Boyce William's tutelage. Bob Bates was blessed with some exceptionally fine teachers during his formative years—people who taught him more than the subject matter.

High school forced thinking about careers. The choice narrowed down to becoming a linotype operator or pursuing higher education. Harold Larsen, who still teaches printing at ISD, and Norman Brown, who continues as high school mathematics teacher at the same school, Amy Fowler and Elizabeth Green did much to get Bob ready for whatever direction his postgraduate years took. Although he starred more in the classroom than on the athletic fields, Bob was on the JV basketball team, track (shot put), baseball (catcher) and football (right tackle) under Coaches Jake Caskey and Norm Brown. He made all-conference right tackle and graduated as number one student academically, receiving the Kiwanis International award. During his high school years, Bob found summer employment as a shoe repairman, upholsterer, steam presser, painter, janitor and linotype operator.

The whole family planned to go to Indianapolis for Bob's graduation, but the family car "blew" on the way, so only his mother and sister continued the trip by bus to see the first member of the family get his high school diploma. Again, Bob's career reached a crossroads: His mother didn't want him to go on to Gallaudet College because during that era, college was considered to be for "the rich." She wanted him to start earning a living as a linotype operator. It was Dr. Jackson A. Raney, ISD superintendent, who sold her on the advantages of college and persuaded her to send him to Gallaudet. She finally said, "Bobby, my responsibility for watching over you ends today and it is now your responsibility to course your future. Good luck and God bless you." It was many years later that she confessed she hadn't exactly encouraged her son to go to Gallaudet because she thought it would be a waste of time as there was no future for the deaf in the professions.

In September 1950, Bob Bates headed for Gallaudet, this time with no qualms or tearful farewells; but he quickly encountered minor frustration: southern cooking wasn't for a Hoosier farm boy. Along the way to his degree, he learned to tolerate such food while whetting his appetite for higher education. He was polished as a mathematician by Leon Auerbach with the help of Percival Hall, Jr., and Walter Krug; history came alive with Powrie Vaux Doctor; Joseph Youngs introduced him to psychology; Lucille Pendall taught him how to make good use of the library, while Martin Sternberg honed his technical writing skills; he learned

1974 Outstanding Federal Employee Citation

Bob Bates, Senior Mathematician with the Financial and Administrative Systems Division of the Command Management Information Systems Department, USN, was stricken by an attack of scarlet fever which left him totally deaf at the age of seven.

Bob overcame this dual handicap to win academic honors at the Indiana School for the Deaf and at Washington, D.C.'s Gallaudet College, the world's only liberal arts college for the deaf. Graduate work at American University and at Evansville College earned him additional credits in mathematics.

He began his government career in March of 1955, as a GS-5 mathematician with the Navy's Bureau of Aeronautics. He eventually became Chief of the Scientific Programming Section. One of his assignments involved teaching programming and the operation of the NCR 107 computer at the U.S. Naval Academy in Annapolis, Maryland.

He currently serves as the project leader for a number of ADP systems. Despite being totally deaf, Mr. Bates performs the same functions as do all other project leaders. He conducts meetings with user representatives and explains elements of systems design to top management, all with the services of a sign language interpreter. He also supervises the activities of a staff of systems analysts and programmers.

He handles all of the responsibilities of his professional position in an outstanding manner. Almost all the people who work with him on a day-to-day basis have learned sign language and/or fingerspelling to varying degrees. Bob Bates, rather than retreat within himself, has chosen to use his talents to help others in his community. He is very active and has served, or is now serving, as an officer in over a dozen social and voluntary organizations, including the Lions Club, the National Association of the Deaf, a special interest group on computers and how they may relate to the physically handicapped, the American Institute of Parliamentarians, and others. He is married to the former Joan Macaluso and is the father of four sons.

In his 19-year Federal career, Mr. Bates has received numerous promotions and awards for his contributions to Navy programs in the field of automatic data processing.

something about philosophy through Christopher Garnett, the elements in Francis Higgins' chemistry class and how to express all his newly acquired erudition in Robert Panara's English class. Bob Bates' Gallaudet days were happy with such teachers to challenge his intellect.

While classes came first, he found time for two seasons on the varsity football team until a knee injury forced early re-

tirement but continued participation in intramural sports. He was president of the freshman class, foreman of the Buff and Blue publication staff, assistant manager and later business manager of the same campus newspaper; vice president of the Student Body Government, representative to the Men's Governing Council, treasurer and president of the Alpha Sigma Pi fraternity and was voted by



INDIANA SCHOOL BOY SCOUTS—See if you can spot Robert Bates in the front row of this Boy Scout troop at the Indiana School for the Deaf in the late 1940's. In the top row, second from left, is Charles Rawlings, then principal. Other adults in the same row are R. T. Fewell, now retired, the late Superintendent Jackson Raney and John O'Brien, now of Washington State.



Left: Rear Admiral Frank S. Haak, Director Information Systems Division (OP-91); Mrs. Bates; Mr. Robert Bates; Honorable Joseph T. McCullen, Jr., Assistant Secretary of the Navy (Manpower and Reserve Affairs); Captain Peter S. Swanson. Right: Mr. Bates, Mathematician in Code 20, was one of 10 Federal employees to receive an award as Outstanding Handicapped Federal Employee of the Year in ceremonies 4 April 1974. Mr. Bates was also the recipient of the Department of the Navy's Outstanding Handicapped Employee of the Year Award. Pictured with Mr. Bates, second from left, are the Honorable Joseph T. McCullen, Jr., Assistant Secretary of the Navy (Manpower and Reserve Affairs); Honorable Jayne B. Spain, Vice Chairman, U. S. Civil Service Commission.

his class as the one most likely to succeed. Awards included the honor roll and Buff and Blue Gold Key. He completed requirements for a degree in mathematics in 3½ years by attending summer school at Evansville College and evening classes at the U.S. Department of Agriculture Graduate School. Always busy, he found summer employment as inspector in a television factory, linotype operator and helper in a brewery—which lent a fine top to his academic skills by making him a connoisseur of suds.

Graduation brought more problems than opportunities. He was too poor to move off Kendall Green and jobs were hard to find. Dr. Leonard Elstad, Gallaudet president, came to the rescue by taking care of his lodging and meals in return for doing odd jobs for Dr. Irving Fusfeld, Gallaudet vice president.

At that time Korean veterans also were looking for work and had a point advantage over non-veterans for Federal jobs, but Bates finally landed a position with the Bureau of Aeronautics of the Navy Department as a mathematician in its Computer Division. Before he could be officially hired, the division chief required him to take a month of speech training and obtain a satisfactory rating. Bates balked. But George Detmold, Gallaudet dean, strongly recommended that he do so and said he would see that Bates received a satisfactory rating no matter how much or how little his speech improved.

Bob Bates started his career with the Navy on March 28, 1955. The first few weeks on the sedentary job were so difficult and boring he almost quit to take a job in printing. One thing that made the job so difficult was the lack of any textbooks or formal courses to help acquire an understanding of his new tool—pro-

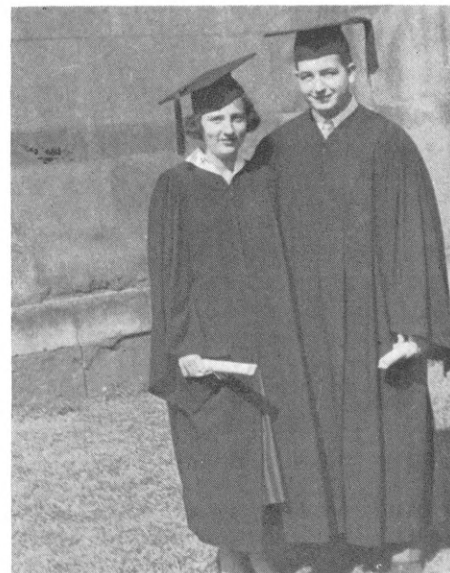
gramming for digital computers. In those days, the only way to learn was through the help of tutors and trial-error practice. But once the tool was mastered, the process became so fascinating that for the next few months computer programming occupied every waking hour not taken up with courting his college "steady," Joan Macaluso, a product of oral parochial schools in New Orleans and Notre Dame Junior College in St. Louis before transferring to Gallaudet. They were married July 23, 1955, in New Orleans.

Joan quickly programmed her husband to like southern cooking, get to bed at a reasonable hour and balance his professional zeal with enjoyment of family, church and community activities. She also reactivated his woodworking skills to keep their suburban Vienna home in good shape and in the next 12 years presented him with four active sons to make sure he got enough exercise. Richard, 18, is making a career with the U.S. Air Force and is currently studying Russian to become a language specialist; Robert, Jr., 17, a high school junior, is a camping and hiking addict and plans to major in forestry; Randolph, 14, a freshman, shares his father's sporting blood and liking for diversity, playing on high school frosh football team and the JV wrestling team while pursuing oceanography, history and antique collecting, and Roger, 8, a second grader, has a one-track mind—playing with the Washington Redskins pro football team. It is quite possible, given the nature and demands of his job, that without the tempering influence of his wife and family, Bob Bates would have burned himself out years ago.

Settled down at home and on the job, Bates' professional career has amply justified the faith of his many outstanding

teachers: From 1955 to 1959, he worked in the Navy's Bureau of Aeronautics as mathematician/scientific computer programmer; 1959-61 he was with the Bureau of Naval Weapons, as a senior mathematician/chief of Scientific Programming Section, acting chief of Scientific Analysis and Programming Branch, with a few months in Fleet Operation Readiness Division and Navy Information Center, and from 1961 to present, he has been with the Naval Command Systems Support Activity as senior mathematician/project leader.

He has had experience with 15 computers, written five articles on computers and deaf people in computer professions, 67 documents, manuals and publications and given many lectures—usually with the



Robert Bates with his bride-to-be, Joan Macaluso, following their graduation from Gallaudet College in 1955.



Robert Bates as a Gallaudet College "Rat" in the fall of 1950.

help of a reverse interpreter who has been briefed beforehand. To mention just a few of the 50 projects he has had responsibility to develop, design and implement: Missile and Rocket Performance Analysis, Anthropometry of Naval Air Personnel, Ballistic Entry for Satellites, Atomic Shock Arrival Effects, Rocket Instability—Transverse and Entropy Wave Study, Aircraft History Summary, U-2 Climb Path, Navy World-Wide Ordnance Assets System, Secret Mail Receipting System.

In his spare time, he founded the Special Interest Group for the Deaf (SIG-DEAF), helped form the national group, Special Interest Committee on Computers and the Physically Handicapped (SICCA-PH) and is currently president of the International Catholic Deaf Association and treasurer of the Council of Organizations Serving the Deaf.

On April 4, 1974, Bates was elected as one of the ten outstanding Federal Employees of the Year—the first time a deaf person has been so honored. It was a fitting climax to 19 years' of distinguished service with the U. S. Department of the Navy (see boxed citation).

For the past two years, Bates has been hampered by a whiplash injury received in an automobile accident and is still recuperating from cervical surgery necessitated by the injury. He daydreams of moving back to a small farm after retirement and an ocean cruise to see finally what its like to be on a ship, and his one great desire is to see schools for the deaf add basic computer courses to their curriculum—not only because our life will be revolving around computers but because it is an excellent introduction to logical thinking: "After all, computers are deaf, too."

HAZARDS of Deafness

By ROY K. HOLCOMB

213. You meet a hearing person who knows sign language so well he puts you to shame, since you are deaf and sign language is supposed to be your natural language. Furthermore, the hearing person has been signing for only a year while you have been doing it all your life.

214. You are giving a talk to the Lions Club. Your interpreter interprets somewhat slowly. People laugh when they should not and look serious when they should laugh. At the end, they don't clap until after you sit down and have nearly forgotten your speech.

215. You go on a camping trip. There are many campers. You decide to sleep in the front seat of your car. Around three a.m. you begin to get restless and start shifting around in your sleep. Your leg goes on the steering wheel and then on the horn. The horn goes off and blows and blows until you have awakened just about everyone at camp. People come all around your car and then someone awakens you. You lose your cool for being awakened at three a.m. for no reason at all.

216. You are eating in a restaurant. You can't eavesdrop on the people at the next table who are talking about how delicious rattlesnake meat tastes.

217. You are talking with a hearing person. You are getting along fine with your conversation until another hearing person comes along. Then you are dropped cold, so cold that you couldn't be colder if you were at the North Pole.

218. You are riding in the front seat on the passenger's side of a car. There are two back seat riders. You get a bad kink in your neck trying to carry on a conversation with the back seat driver. For twenty bucks a chiropractor makes your neck feel as good as new.

219. You are riding in the front seat on the passenger's side of a car. You miss much of the scenery along the way as you can't both talk and look at things at the same time.

220. You meet an old friend. You chew the fat with him for hours catching up on all the news. The next day you find you have developed a slight case of "laryngitis of the arms," as both are sore from all your communication.

221. You are reading a dull book while all the time wishing for some excitement not knowing that people in the same room with you are telling exciting stories.

222. You are watching two people talk. You find the conversation a little boring and glance away for a second. You look back and find your friends laughing very hard and you have just missed the punch line of the world's best joke.

223. You are a lad in a group of hearing children. Every day the class is dis-

missed for recess. One day the girls are dismissed first. You do not know the difference and march out with the girls. Everyone gets a good laugh at your expense.

224. You go to a convention. You do not take your flashing alarm clock with you. The next morning 300 people wait for a speaker who overslept.

225. You have two hearing children who plan more plots on the phone than the Russian Kremlin, and one of the reasons you put in a phone for them was to keep them out of mischief!

226. You give your new born daughter a beautiful name and then find for the next 50 years you never pronounce it correctly.

227. You stay at a motel where they serve free breakfasts in your room if you will call for it the night before. Not only do you miss this but also breakfast in bed if you wanted to order the same, since there is no way you could put your order through over the phone. It would be foolish for you to get up and go downstairs and tell them to bring you breakfast in bed!

228. You pound a slot machine because it will neither work nor return your quarter. You hit it 10 times, not knowing that your quarter dropped out at the first beat. The other nine beats were for good measure anyway.

229. You are cutting meat and suddenly discover that you are cutting more plate than meat.

230. You have trouble getting Cokes from Coke machines because, after putting in your money, you make your selection too fast and nothing happens. Since you can't hear the click that signals you to make your selection, you have to devise other means of timing yourself after dropping your money into the machine. You might try counting to five, turning around three times or wiggling your thumbs eight times. Then it might be time to make your selection.

231. Things fall out of your pocket and you don't hear them. Later, you find things are missing and try to backtrack places where you have been. You seldom find that you lost but sometimes find a hundred and one things that other people have lost.

232. You, by chance, meet the governor of California. He asks or tells you something and all you can do is nod your head in a delightful manner, as you don't understand a word he says. You just hope that you nodded your head in the right way and that he didn't ask if you voted for his opponent in the last election.

233. You go to a car dealer to look for a car. You are looking at a nice used car when a car salesman approaches you and begins his sales pitch almost

before you see him. He tells you that the car which you are looking at was driven by a nice, sweet old lady who only used it on Sundays to drive a few blocks down the street to church. He then tells you about a half dozen other cars before you can tell him that you are deaf and that he is wasting his words and your time.

234. The pin-setting machine on your bowling lane is having trouble. You cannot report it via your intercom. By the time you find the manager and make him understand your problem you have lost your enthusiasm for bowling a 300 game.

235. At a meeting you try to "ssh" people and make more noise with your "ssh" than the people who are making noise.

236. You walk into a meeting that is in session, making so much noise that you wake up 10 people in the audience and cause the speaker to skip four lines.

237. You are watching a boxing match on television. You feel sure that the boxer in the white trunks is the one that you paid your good money to come in to see. You cheer his every blow and really do your thing when he makes a K.O. Then in the next morning paper, you find that it was your boxer who was K.O.'ed.

238. You never hear your coffee boil. Your eggs fry; your toast pop out of the toaster.

239. You are shopping in a supermarket. You accidentally and unknowingly knock over a display of canned vegetables. You continue on your merry way, leaving cans everywhere behind you as if for a punishment to the store for raising their prices almost every time you come in.

240. You go to a filling station to purchase gas. You watch for the service man to come around so that you can say, "Fill er up." After doing that, you watch for him to come back. But somehow or another he always slips up when you don't see him and stands for ages like a wax figure before you see him, waiting for you to give him your credit card.

241. At a filling station you give the service man your credit card. He goes and makes out the bill for your purchase. When he returns, he nearly has to turn over your car to get your attention in order to have you sign the sales slip.

242. You turn up the volume on your television set very loud in order to hear a little yourself, but the tenants in the tenth apartment down the hall from you can hear your set better than their own.

243. You receive no TTY calls for a long time. You wonder what you have done to lose all of your friends. Then you discover that your flashing TTY phone light has been burned out for some time.

244. You go into a store. You see a clerk putting up stock from a ladder. You pick up a newspaper and tell the clerk on the ladder you will leave the money on the counter. The clerk on the ladder fails to hear you. You repeat your statement. Still no response from the

clerk on the ladder. In the meantime, a clerk working below the counter rises and offers to help you. Your back is to him and you do not see him. You keep trying to get the clerk on the ladder. The clerk behind the counter keeps trying to get you. Boy, are you shocked when you finally spy the second clerk.

245. You live in a small town or in the country where there are few or no other deaf people. At times you feel like you could scream for deaf company. Sometimes you feel like talking (signing) to yourself and wonder if you do.

246. You go to your pharmacy to buy your paper. There are no papers in the usual place. You ask the clerk on the other side of the room where the papers are. He points. You look in the direction of his pointing from one end of the room to the other, and, after a long search, finally locate the papers on a counter in the middle of the room.

247. You are a teacher in a school for the deaf. Some parents don't want their child in your class because you are deaf and can't teach speech, they think. They go all out to prohibit deaf teachers of the deaf. Their child grows up and wants to be, of all things, you guessed it—a teacher of the deaf.

248. You work in a factory and know every nut and bolt on every machine there. Your boss depends upon you for all the important jobs to be done; however, when it comes time for promotions, you are quickly by-passed. Still, the boss gives you the hard jobs and he always smiles at you.

249. Your ever-loving aunt gives you a \$39.95 crying doll for your birthday. This makes your hearing friends as happy as can be. You are happy to see them happy, too.

250. You are always hearing about miracles on deafness over yonder. You have visited just about every school and club for the deaf in the country. You know thousands upon thousands of deaf people. You have yet to find someone you know to get his hearing back. Yet, next week or soon after, you will pick up a newspaper and you will read another article stating, "Deaf Hears Again."

251. You pay a thousand dollars to take a tour through Europe. You get nothing from your guides, except for

watching the petite French one, the pretty German lassie, and oh, yes, the Dutch girl you couldn't take your eyes off for more than two minutes at a time.

252. Your friend is a musician and writes a song for you. You must rely on others to describe how beautiful it is.

253. You go to the cupboard to have some crackers, only to discover that a family of mice have had Thanksgiving dinner and you didn't hear them.

254. Your cat comes into the living room with a "smile" because it has successfully stolen your thawing dinner and you never heard the plate fall.

255. You are late for work because you sleep with your head under the pillow and miss the flash of the clock alarm.

256. You are at an airport and you miss your plane because you failed to hear the last call on the intercom.

257. You are at a meeting and everyone keeps looking at you. You wonder why until someone explains that you are wiggling your chair and it sounds like a Bronx cheer.

258. You are a child playing hide-and-seek with your friends. You find a good hiding place and no one can find you. You must wait for ages until someone does spot you or take a chance that it is safe to run for base. You can't hear others looking for you so it is hard to know when to run.

259. You have two hearing friends who are delighted to learn signs. You are pleased at their interest until you discover that they use it to "talk" in church during the sermon or to cheat in class.

260. You have a job in the library, but no one can study because when you reshelve books it sounds like the San Francisco earthquake.

261. You are on a bowling team and your foot causes the foul buzzer to ring. You don't realize why everyone is looking at you until you see your lowered score.

262. You are a newlywed and your mother-in-law comes to visit. To make her as comfortable as possible, you put her in the room next to the bathroom. The next morning you discover to your dismay that the faucet dripped all night and she didn't sleep a wink.

263. You go to the washer to take out a load of clothes only to discover that it is still full of water. You couldn't hear the buzzer signifying it was off center and failed to spin dry.

264. You have to stay near the washer to put in the fabric softener because you can't hear when the cycles change.

(Compiled by the Western Maryland College Psychology of Deafness Extension Class in Delaware. Members of the class: Sandi Anderson, Bill Gregory, Marcia Corbett, Ed Corbett, Janis Schrader, William Schrader, Harold Lauber, Suzanne Raymond and Ivan Loder.)

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News From The Past . . .

By BARRY STRASSLER

The feature "News From the Past" debuts with this July-August issue of THE DEAF AMERICAN. Stories, events, personalities and old periodical reprints of the deaf community of the bygone years will be featured monthly. Pictures will also be included whenever possible.

It is hoped that regular "News From the Past" articles will afford the readers a vivid glimpse into the past where the deaf led their lives without conveniences of teletypewriters and captioned films, while missing out on better employment opportunities, increased social service outlets and full interpreting services. Also not to mention the lack of telephones, televisions, appliances, gadgets and slow transportation that the non-deaf population had to cope.

The deaf were called deafmutes. Lest this label provoke an outcry from the dis-

sident deaf, it was the **Silent Worker** (forerunner of today's DEAF AMERICAN) staff that continuously referred to their own kind as deafmutes.

A bad year for schools for the deaf. A fire burned down the Missouri School. A roof blew off from the top of a building at the Alabama School. A cyclone flattened the Louisiana School. Yellow fever closed the Florida School. (1888)

A Cleveland, Ohio, policeman deafened due to illness, won his fight to remain on the force, becoming the first and only deaf man in the country to hold such a job. (1895)

Huh! A survey disclosed Switzerland with the highest percentage of deaf citizens in the population count, having 245.2 deaf per 100,000 people. United States had 67.5 deaf while Belgium ranked the lowest with 43.9. (1893)

Inter-deaf marriages, while not considered an unprecedented event, is a rare occurrence in France, according to one social worker. (1894)

Pitfalls of newfangled transportation—the **Silent Worker** news section have reported quite consistently stories on the fatalities incurred by the deaf in the railroad crossing, automobile and runaway horse carriage accidents.

An invention: a special typewriter was devised with a small light bulb, replacing the conventional buzzer, to alert deaf typists of approaching the end of each line. (1906)

Stories on the deaf of the past are needed to make this monthly feature a lively one. If any of you readers have stories or are in possession of old periodicals, then please write a letter to the following address, and all correspondence will be followed through promptly:

Barry Strassler
811 Vermont Ave., N. W. Room 1061
Washington, D. C. 20571

Michigan's Madonna College To Offer Total Communication Interpreter Programs

Three courses to be offered at Madonna College, Livonia, Michigan, in the fall will initiate four-year, two-year and one-year programs for "Interpreter for Total Communication with the Deaf." Students may earn a bachelor's degree, associate degree or certificate of achievement in the program.

Courses to be offered in the fall: Manual Communication: AMESLAN, 3 credits, 6:30-9:30 p.m., Thursdays; Introduction to Interpreting, 2 credits, 6:30-8:30 p.m., Tuesdays; and AMESLAN Proficiency, 1 credit, 8:30-9:30 p.m., Tuesdays.

The program offers students an opportunity to acquire competencies in American Sign Language, fingerspelling, body language and sign language as well as knowledge of the psychosocial aspects of deafness, linguistics and methods of interpreting.

Workshops will also be provided relative to interpreting in legal, medical, mental health, or rehabilitation settings, interpreting for the deaf-blind, artistic interpreting and interpreting in the religious settings.

The program, which is open to both hearing and deaf students, was developed

with the assistance of an advisory committee including Richard Carlson, Vocational Rehabilitation Services, Lansing; John Hirtzel, district supervisor, Michigan Department of Education, Detroit; Gloria Hynes, manual communication specialist, Detroit Hearing and Speech Center, Detroit; Robert Ingram, manual communication consultant; Rev. Ray L. Jones, chairperson, Michigan Registry of Interpreters for the Deaf; and Larry Dunaj, manager of the Detroit Sign Company.

Also Raymond Lindahl, executive director, Detroit Hearing and Speech Center; Judge Joseph J. Pernick, Wayne County Probate Court, a national authority on legal rights of the deaf and other handicapped persons; Bert Poss, president, Michigan Registry of Interpreters for the Deaf, Flint; Kenneth Rust, Social Service for Hearing Impaired; Carol C. Tipton, associate research scientist, Deafness Research and Training Center, New York; as well as Sr. Mary Danatha, president, Madonna College; Sr. Mary Lauriana, vice president of planning and development, Madonna College; Sr. Mary Francilene, academic dean, Madonna College; and Dr. Kay Marshman, assistant professor of education, Madonna College.

The ITC program at Madonna follows the recommendations of the National Interpreter Training Consortium based at Gallaudet College, Washington, D. C.



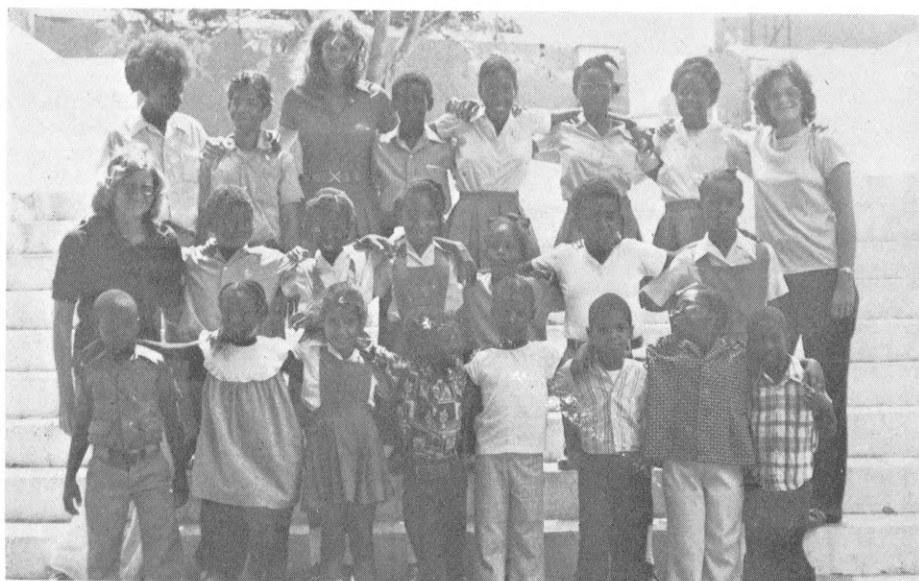
DEGREE PROGRAM—This fall a new program at Madonna College, Livonia, Michigan, will train "Interpreters for Total Communication with the Deaf" and will bring together more students like Mary Wells (left) of Rochester, Michigan; Alma Mead, a member of the Detroit Sign Company, a group of deaf performers; and Sister Mary Francilene, Madonna dean and director of the program.

September Deadline

Absolute deadline for the September 1975 issue of THE DEAF AMERICAN is August 20. With this July-August issue, we are almost back on schedule. Contributors are asked to submit copy without regard to deadlines if material is not "dated" or requires immediate publication.

Deaf Pioneers And The Educational Program For The Deaf Population On St. Croix, U.S. Virgin Islands

By CAROL A. TRACHTENBERG



St. Croix's Deaf Classes I, II and III with teachers, March 1975.

Since the United States took over the Virgin Islands from Denmark in 1917 and started the educational system on St. Croix, there has been very little reported on the status of deaf children.

The first class for the deaf, with one teacher and eight students, was organized by a speech therapist who first attempted a small language stimulation class in the Department of Health in 1966. No educational classes for the deaf existed until 1969, when this small class was moved to Grove Place, still under the Department of Health.

In the spring of 1971, the class was moved to a one-room old Danish school house at the Estate La Princesse School. The structure for the education of the deaf on the island was begun in the fall of 1971, with two classrooms in a trailer at the Estate La Princesse School which grouped the children according to age and without a professionally trained educator of the deaf. The only means of communication between deaf children and their hearing peers consisted of common gestures, and some pantomime; they were given little regular auditory training and the oralist approach was not successful. There was and still remains the problem of communicative skills within the homes.

Carol A. Trachtenberg of New York, came to St. Croix in 1972 with a fellow classmate, Lois L. Lee of New Mexico. During the same year, a husband-wife team, Phillip Garcia and the former Marlene Murrell of California, came to teach

the deaf children on St. Thomas. Since this time, other teachers have arrived on the islands: we now have Karen Jackson of Illinois—St. Croix, Ricky Herbold of Iowa and Harold Levy of Ohio—St. Thomas. All are graduates of Gallaudet College.

Carol Trachtenberg is a permanently certified member of the Council on Education of the Deaf while Lois Lee and Harold Levy are temporarily certified by the CED. All are presently working toward their master's degrees in education of the deaf at Western Maryland College during their summer vacations.

Carol teaches a group of children ages 11-16; Lois, ages 7-10, and Karen, ages 5-8. The older groups are situated in one classroom at the Alfredo Andrews Elementary School. The classes are separated by wooden dividers used as bulletin boards. Karen's class of kindergarten children is located in a big room in the old Danish main house at the La Princesse School.

The teachers share what material is provided but use a lot of their own materials, bought and brought from the mainland with them. Their curriculum is a mixture of ideas from various successful school curriculum guides. Their program is essentially geared to meet the academic and social needs of the native children. The time is spent in developing close rapport with the children and in supplying individual help where needed. The children, having totally accepted their teachers,

seek counseling and advice for their problems.

The classroom subjects are supplemented by numerous deaf visitors from the mainland. These visitors are of special interest to the children as they can identify with them as models of being deaf adults. The children enjoy asking questions, i.e., the visitors' names, residences, occupations, marital status, families, etc., on a level in which they can communicate. Extra-curricular activities as field trips, picnics, trips to the beaches, bowling and other local sources are utilized.

Although a totally oralistic approach was first used with these children, the present deaf educators have instituted the total communication method. By this method, the children are now able to communicate some of their needs, frustrations, likes and problems with others around them. It has opened up new channels through which they can experience life and learning. During two short years, the seven children which Carol has taught are presently functioning on various levels—reading levels, grades 1-4; math., grades 2-5; they are beginning to write simple sentences and spell words. They have also begun to understand concepts of geography and science.

Carol stimulates their learning by incorporating related experiences; showing photographs, slides, movies and filmstrips, and arranging for various field trips to the Fort, boat trips to Buck Island, flying to St. Thomas by the seaplane and other



Deaf teachers of the deaf at the St. Croix, Virgin Islands, school: Left to right, Carol Trachtenberg, Karen Jackson and Lois Lee.

places of interest. The comparison of these children now from three years ago is amazing and almost unbelievable. Other persons who have worked occasionally with the children in the school, relate stories of how the children approach them in stores and carry on short conversations with them, and how the children like to play jokes on them—which reveals the children's development of communication skill as well as a sense of humor.

Overall, the improvement is astonishing.

St. Croix has a large Puerto Rican population. Some of the deaf children from these bilingual homes are faced with more intricate problems. The majority of Spanish speaking people can speak English,

but within their smaller communities, they primarily use Spanish. There are other dialects within the community caused by the close integration of the United States and British West Indies. These run from a Calypso type speech to French or Dutch patois. In school, English is taught while at home most of the Puerto Rican deaf children have to fend for themselves in interpreting their mother tongue. Little if any assistance can be given to these children in this area to help them through their confusion.

The past goals of the present educational program have been to help:

1. Develop all aspects of the youths' personality;
2. Teach the skills needed to increase vocabulary as using the dictionary, etc.;
3. The youths learn to lipread and use a total communication approach, (this includes speech therapy services);
4. Them to broaden their environments and to increase their knowledge and comprehension of other societies;
5. Them get involved in community activities as Boy Scouts.

It is hoped that in the future this educational program will not be weakened or phased out but that it will be developed to benefit the youth and to help them prepare for the working world. A major goal should be to develop the educational program for the deaf to a level that is equal to programs in the States. Hopefully the program will one day be certified by the CED. What should be accomplished by this program is to prepare these deaf youths to be independent, productive and self-sufficient members of our society. To do this they need the opportunity of having

a high school education and the proper facilities for vocational training. Some of these deaf youths have been misused by others for criminal purposes or have been denied an education and forced into taking care of younger siblings at home. It is up to those more fortunate citizens in the community to help these youths develop into citizens they themselves can be proud of.

Still lacking are services for the deaf within the community such as registered interpreters who can assist the deaf throughout meetings, legal proceedings and higher education classes. The phone company has not yet integrated the teletypewriter into these systems so the deaf have to depend on friends to make phone calls for them.

On the lighter side of things there are several people in the community who have been learning sign language from their friends. They assist the deaf women in keeping up with the latest news and information about the island. In their spare time, the deaf women go swimming, sailing, diving, traveling to the other Caribbean islands and partying. They also belong to bowling and volleyball leagues. They attend various other programs of art as ballets and plays when the opportunity presents itself.

For their and their friends' enjoyment they socialize every week by showing captioned films at different homes. Frequently, they act as hosts to many of their collegemates and friends who come to visit them from the mainland.

It is hoped that when these teachers leave, as they someday must, they will be replaced by others who are just as sincerely interested in the human and educational advancement of the deaf children in the American Virgin Islands whose motto has become "Joy is Learning."



Left: Carol Trachtenberg is explaining the concept of "noon" to the older St. Croix deaf students, ages 11-16. Right: Students watching Lois Lee correcting their written work.

Chicago's Society On Signs . . . Report On An Evening

By JOAN McSWEENEY



Left: Ellen Dukes signs "Thumbs down" while Glenda Tubergen signs "Lousy" to the question as to how they like the new signs. Right: Joan McSweeney (right) asks Patty Branz, a hearing impaired high school student, how she felt about the new signs. Ebba Joyce is sitting at the left.

I had a good experience the other night and would like to share it with you. I attended a meeting of a group called Society on Signs—SOS. It is composed of people who are all involved with the hearing impaired community within the western area of Chicago. Some of the members are former teachers, teacher aides, parents with hearing impaired children and hearing impaired members, too.

The meeting was held at Joyce Hrovatin's home. She is a teacher aide at one of the local schools having a hearing impaired program. Although Joyce is a hearing person, she greeted me at the door using total communication.

I came early specifically to become better acquainted with the backgrounds of SOS. Joyce began saying that the group functions on a rather loose structure and apparently meets the needs of those involved. The Society on Signs has adopted a brief statement of purpose:

1. To study and enrich our knowledge in the performance of Signs as a language, and,
2. To keep abreast of and report on the research and attitudes being developed within the hearing impaired and academic related communities in the use of Signs as a means of communication.

The group rotates its meeting place. The person who hosts the meeting also takes charge of the program for the night. This usually means she plans a lesson or a speaker for the night and has coffee and some goodies to serve.

This night Joyce had planned a lesson concerning the use of numbers and dates. I had to agree with her that I, too, have difficulty signing and reading numbers. The lesson usually lasts for about an hour and then there is just social chatter all the while total communication being used.

The door bell then rang and Carol Trapani, a hearing impaired adult, walked in with Bridget Maloney. Carol has a warm cheerful smile and I can imagine she projects a good, positive image for the hearing impaired children she comes in contact with.

Bridget is the mother of a hearing impaired son, Jimmy. She is straight from Ireland and her Gallic accent is a delight to hear.

Being Irish, myself, I enjoy this musical pronunciation of the English language. I, then, realized some in the group will never experience this unique aspect of Bridget.

As each new member came into the room, he introduced himself to me and gave me a brief background of himself. Cornelia Carlton is a former teacher of the hearing impaired who presently does private tutoring in her home. Recently she has begun to do some interpreting. Joan Wolff, whose daughter Susan is hearing impaired, comes to SOS to develop better communication skills. Her daughter has good speech and is a good lipreader; however, Joan feels that by using and learning Signs, it is just another way of showing Susan of her interest in her activities. Dorothy Bartels has a son Bobby who is hearing impaired. She feels it to be important for her to learn Signs so in the future she will be able to communicate with her son's friends.

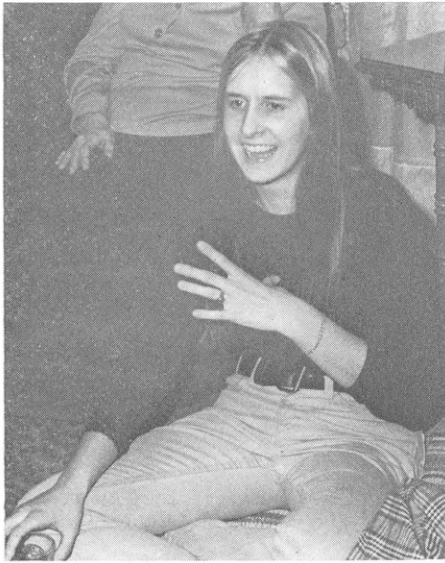
Other people arrived, some for the first time like Patty and Nancy Branz. Patty is a young hearing impaired student at Hinsdale South High School. Glenda Tubergen bounced in on the scene fingerspelling to everyone. And so it went.

A membership list as such does not exist. There seemed to be about ten (10) regular members. Other interested people come to the meetings as their own time permits. The smallness of the group works to everyone's advantage since everyone then gets to have an active part in each session.

Conversations started up in all parts of the room, an outlet of which this group was not short. I was amazed with the expertise each one demonstrated with their total communication skills. I found out that most members of SOS are presently taking Sign classes and/or teaching Sign classes.

I noticed that some of the members had a small, private collection of Sign books. The books include, TALK WITH YOUR HANDS by Watson, CONVERSATIONAL SIGN LANGUAGE II by Madsen and AMESLAN by Fant. I asked about the variety of books, "In case of a difference of opinion concerning the correct sign to use, which book would be the principal reference book?"

Cornelia was quick to answer that by explaining that no one particular book was supported over another. The group had learned to say things like, "I've seen that word signed in another



Patty answers that the new signs are fine with her and she has no problems accepting and using them.

way" or "There's another way to sign that word or Have you seen it signed this way?"

Joan Wolff, matter of factly added, "We're here to learn. There's much to learn. We try to avoid saying one way is right and the other way is wrong."

Bridget mentioned that they usually asked the hearing impaired members what sign they would use or what sign was the most often used for a particular word. Amslan seemed to be the most often used by the adult hearing impaired.

"Often, too," added Joyce, "we kept asking the hearing impaired members the question 'Why?' 'Why was a particular sign chosen?' They became discouraged with the constant 'Why?' because they felt they were being forced to defend and explain their language. We assured them that the only purpose for asking this of them so often was to become better acquainted with Signs and not to put anyone on the defensive."

Carol Trapani then told of her background in Buffalo, New York, where she grew up. "Signs were principally used. However," she continued, "Doris Strom was also brought up in New York State in Rochester. Fingerspelling was stressed during her academic years. You'll notice she is much quicker with fingerspelling than most members present. Even though we come from the same state, different forms of communication were being taught and used."

Doris Strom arrived with Ellen Dukes. They're both hearing impaired adults and the greetings were warmly extended to and from the group. I observed how right Carol was. Doris did fingerspell fast! Her speed could only be matched by a speeding bullet.

Since I didn't want to miss any of the conversation, I asked if the group would mind signing a little slower for me. They were all very quick to comply with this request and signed, "No, problem, no problem."

Everyone being so agreeable, I continued to ask questions. The next question I directed to the hearing impaired of the group. "Do you become impatient with people like me who haven't mastered the art of Sign Language and probably never will?"

Doris reassured me by saying, "Anyone who attempts to use Signs is showing the deaf person that they are willing to mix with the deaf and hard of hearing. The ones we become impatient with are the deaf people who do not use their lips. That's difficult for us."

I inquired about the term "hearing impaired." The general feeling from the members was that while "hearing impaired" was a better phrase than "deaf and dumb," it didn't tell the

story either. It was also mentioned that maybe the person may be ashamed of being either deaf or hard of hearing. So they avoid using these terms and in place of them use "hearing impaired."

"What about the new Signs? How does the group feel about them?"

Ellen signed a big and exaggerated, "Thumbs down, while Glenda signed, "Lousy."

Doris continued with this line of thinking by saying that she felt the hearing people were trying to change her language. By trying to take away fingerspelling, she had the feeling an important part of the deaf adults' language was being taken away. She conceded that some changes were good and some she accepted. She still didn't understand why new signs were being created for existing signs. This was happening often enough to bother her.

Ellen gave an example to express how she felt about the changes taking place with Signs. "You wouldn't enter the medical profession or field and then change their language to suit yourself. I feel hearing people are taking over and also taking away something from the deaf person. I also feel that only a deaf or hard of hearing person should teach Sign Language classes."

Doris agreed with this statement but added that also the child of a deaf parent, or hard of hearing parent, who had been exposed to Signs since early childhood would also qualify as a good Sign Language teacher. The example she gave was Louie Fant.

I focused the same question concerning the use of new Signs to Patty. Her reaction was different from the other adults. She immediately signed the new signs were fine and she had no problems accepting and using them.

"As hearing impaired adults coming from various places, you, yourselves, must use different Signs for the same word at various times. What do you do about it?" I asked.

"Nothing," was the reply. "It's easy to understand what the person means. We may remark about it being different but we do not constantly ask the question 'Why do you use that sign?' We notice it is different and that's about it," was Ellen's reply.

I was interested to find out if there were dues or a membership fee. There seemed to be no reason for dues in the past. On occasions if a member wished to participate in an outside event, like the luncheon sponsored by the auxiliary of the National Fraternal Society of the Deaf, the individual would decide for herself and buy her own ticket.

A story followed of how one member, while attending the NFSD luncheon, found it particularly awkward to sign in a restaurant situation. Signing at a dinner table was a new situation for her and she embarrassed herself on several occasions that day

(Continued to Page 17)



This group was certainly not short on conversation in signs.

Total Communication: Some Perspectives And Potential Problems

BY GLENN T. LLOYD, Ed.D., Associate Director
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Abstract

The question of modes of communication to be used with deaf children is too often approached subjectively. Total communication is probably best considered as a philosophy in which the individual child needs should determine what modalities shall be used. Very little research on the question is available, but the little there is tends to support the more eclectic approach represented by the total communication philosophy. Adoption of a policy based on the total communication philosophy must take into consideration problems associated with home involvement, processes for change and personal commitment.

* * *

Almost always, when the question of how to communicate with a deaf child is raised, so much emotion is aroused that the fundamental issues which are crucial are forgotten and logic abandoned. It makes no difference whether the question is with regard to an eclectic approach or to a more restricted approach, the same result occurs—debate. Perhaps I should not even use the word “debate” since most discussions tend to become out-and-out arguments. And an argument, as we all know, almost never becomes involved with factual, objective data. This paper shall attempt to avoid argumentation and debate while attempting to present pertinent information relative to communication with deaf children.

To begin, it is of the utmost importance that it be recognized that the concept of total communication is philosophical rather than methodological. Exponents of total communication simply urge that the deaf child be exposed to all modes of communication appropriate to the child in his situation. That is, that the child should be exposed to signing, fingerspelling, written and printed language, amplification and the opportunity to see the speech of other people (speechreading). Just how one goes about combining the various modes for communication is not specified and it is recognized that not all modes will be utilized for every child in every situation. However, most classrooms in which total communication is implemented resemble those classrooms which formerly were referred to as “simultaneous method” classrooms. This is because the teacher is speaking, signing, fingerspelling, writing, using printed materials and amplification and even gesturing. The children are permitted and encouraged to respond in whatever modes they can.

Thus, total communication is not a manual method where oral-aural development is discouraged or not attended to.

Rather, it is intended to be, in the simplest of terms, an enriched communicative environment from which the child will be able to extract useful and usable verbal information and thus progress in his academic life to a greater degree than would otherwise be possible. At least, this seems to be the position of the total communication proponents and this point of view is offered here in an attempt to establish that it is not a method, per se, and again according to those who advocate it, it is not in opposition to but an enrichment of other more narrowly focused communication modality systems.

As should be anticipated, there are arguments directed against the philosophy of total communication. One argument is that there is very little research to support the total communication claims of superiority. This is a fact which cannot be ignored or denied. However, what research there is does provide objective data in favor of total communication over less eclectic approaches. As a matter of fact, the only real research which has been done has been conducted by people who begin with the notion that the total communication approach will be superior. The results which have been reported, meager as they are, do support the notion. (Hester, 1962; Stevenson, 1964; Denton, 1965; Montgomery, 1966; Stuckless and Birch, 1966; Meadow, 1968; Quigley, 1969; Brill, 1969; Vernon, 1970).

On the other hand, there seems to have been no research reported to date by anybody which reports superior results of so-called oral, or aural-oral, or aural only approaches in comparison to total communication based approaches. Whether this is because the results do not support such a contention or whether it is because the research has not been attempted is something one could only guess at. The point here should be that objective approaches for purposes of comparison and evaluation should replace blind faith argumentation, which is the general state of affairs. Please, let us not get the idea that the arguers, the “I believe in the (blank) method” people are limited to anti-total communication sides. On the contrary, many of the proponents of total communication state their opinions purely on subjective (argumentative) bases.

An opinion expressed frequently in opposition to the use of any manual mode of communication is that the child will choose the mode which is easier for him and use only that mode. Thus, if the child finds manual modes easier, he will never learn to talk or speechread. What objective data there is refutes this argument and, while the deaf child who uses manual communication does not learn to speak better,

neither does he speak less well or less frequently (Montgomery, 1966; Stuckless & Birch, 1966; Meadow, 1968; Quigley, 1969; Vernon, 1970).

We hear again and again the argument that there is no such thing as a complete loss of hearing; that all deaf people have some residual hearing; and that the child must learn to depend upon his hearing and learn to speak and speechread so that he may become a part of the “hearing world.” It is argued further that if he learns manual communication he will be condemned to a life of social isolation, i.e., to existence in the “deaf ghetto.” The fact is, and you may wish to investigate Crammatte's study (**Deaf Persons in Professional Employment**), deaf people tend to move back and forth between deaf groups and hearing groups. That deaf people tend to socialize with other deaf people may simply be a function of easier, more comfortable communication circumstances.

The NYU Deafness Research & Training Center is interested in all sides of the communication modality issue. We have no reason to believe that there is one method, regardless of degree of eclecticism, which is best for all deaf children. We do think that some deaf children will fare better in one environment than in another, but we do not know what characteristic or aptitudes or other factors determine which environment is most suitable for which child. We are engaged in a research effort with the Milwaukee, Wisconsin, public schools which is seeking to uncover whatever pertinent information we can. Basically, the Milwaukee schools are providing a two-track system in which one track is oral and the other track is total communication. The purpose of the research is not to demonstrate that one system is better than the other; rather, it is to attempt to determine what the important variables are within the child necessary for him to be successful in terms of language and communication skills development and to be able to achieve to an academic level commensurate with his potential.

Another study is being conducted by the University of Minnesota under the direction of Dr. Donald Moores. The Minnesota study is evaluating and making comparisons of progress in a variety of areas and involves three different com-

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munication approaches. The approaches are the Oral, the Total Communication, and the Rochester Method. The Rochester Method is the same as the Total Communication except signs are not used. Or, the Rochester Method is the same as the Oral Method except that fingerspelling of all spoken language is added.

We are badly in need of data and these two studies, we hope, will provide some of the answers to many of the questions. I should like to point out, too, that we do not want answers just so the questions will be resolved; we want answers so that when parents discover they have a deaf child, we will be able to provide them with proper information based on facts rather than the current opinion-type information based on dogmatism and limited perspective. We owe at least this much to the parents—we owe even more to the deaf child who has the right to receive services appropriate to his needs and abilities rather than services which may result in a deaf adult without a reasonable level of education and extremely imperfect communication capability.

Assuming that it is possible to determine the nature of the communication environment in which a given child should live, there are a number of problems which occur but which do not seem to have been discussed in the literature. Several of these problems include home involvement; processes for change; and the question of personal commitment. There are certain to be others, but these three areas would appear to be central if there were to be a change at the policy level from a purely oral or aural-oral environment to a Rochester (or Visible English or Combined) Method or to a total communication (or simultaneous method) approach.

First of all, what about the question of personal commitment? It is very possible and not at all unlikely, that an individual or several individuals may ostensibly subscribe to the total communication or Rochester approaches without ever utilizing manual modalities in any consistent manner. Part of the justification or rationalization for avoiding manual mode usage is inherent in the philosophic base itself. This is most certainly true under the total communication philosophy and possibly true under the Rochester Method philosophy. In both philosophies is the impli-

cation that the modes (s) most suitable for the individual child should be stressed. With a very small amount of rationalization, an individual may reach the conclusion that each child with whom he (the teacher or other staff member) communicates with (to) has a major strength or potential in oral-aural modes. Upon reaching this conclusion he is free, in good conscience, to continue using no manual modes so far as signing and/or fingerspelling are concerned. If this situation should occur, it is relatively easy to see that very little benefits are going to accrue to the children.

It is entirely possible that such rationalizations are going to occur especially if the process for change is inadequate from oral-aural approaches to an approach which incorporates manual modes as a matter of school or program policy at the philosophical level. Thus, it is of extreme importance that personal commitment be considered as crucial in the change process. The steps from policy adoption to policy implementation must consider the problem of personal commitment and attend to it.

Processes or a plan for the implementation must also attend to a number of other potential problems. It is not possible, for example, to adopt the new policy on a Friday at the close of school and expect it to be implemented on Monday morning at the opening of school. Not only must attitudes be changed in some instances, but an in-service program must be planned, instituted and be well along before implementation can hope to be effected. For one thing, there must be a uniform sign system agreed upon and learned by all school personnel. It would hardly do to simply adopt signing as a required mode without also adopting one of the more widely used sign systems. Which of the growing number of systems must, of course, be left to the decision of the school personnel and be unanimously agreed upon at that. Following this decision would be the in-service training of sufficient length and intensity to provide maximum assurance that all personnel are sufficiently skilled in that manual modality. More than that, there should be reasonable assurance that all are able to use the manual mode simultaneously with the oral.

Not as a next step, but concurrent with the in-service program for the school personnel, is the need for some involvement. If the environment is to reflect the new policy, it goes without saying that the child's family must also be given the opportunity to become aware of the new policy, the rationale underlying the new policy, and the instructional opportunity which will enable the family to incorporate the manual modes used in the school into their repertoire of communication modalities used in the home.

Once again, there will be some families who will not be receptive to the new policy. The members may or may not agree to learn the manual system. If

they do not agree, at least the school is very much aware of the fact. If they ostensibly agree, but only apply lip service to the new way, the school may not be sufficiently aware of the fact that additional steps may be necessary. This is to say, education for the family is even more crucial than for most of the school personnel as to the very good reasons for the new policy and the extreme importance of the family in the implementation of the policy. Before actual instruction in manual skills are undertaken with a family, there must be a reasonable expectation that implementation by the family will follow.

Attitudes, willingness to learn new ways of communicating by home members will not be the only problem. There is the crucial, oftentimes, problem of availability of opportunity for manual instruction. Many families are so far, in distance, from the place where instruction may be offered that they may not be able to attend classes no matter how anxious they may be to learn. Other families may be denied the opportunity on the basis of economic incapability; they may not be able to attend because of working conditions or even because they cannot afford the transportation cost. What reasonable alternatives exist for these families?

It is supposed to be a maxim that for every problem there has to be a solution. In some places, solutions have been attempted for families unable to get to the school or place where classes are held. One of these is based on the itinerant or home teacher concept. However, in this approach the instruction is not provided for the homebound child, but for the homebound parent, and oftentimes (most frequently) while the child is still not of school age. It would seem that such an approach could be one good solution, but such service should be extended to all homes having the need without regard for whether the child is below or at school age. If it is true that children adopt the language of the home because of the exposure within the home, then it would seem to follow that the parents must receive the assistance to provide the kind of environment which will be most profitable for the child in terms of language acquisition and development.

An attempt has been made in this discussion to provide a general description of the total communication philosophy

" . . . we want answers so that when parents discover they have a deaf child, we will be able to provide them with proper information based on facts rather than the current opinion-type information based on dogmatism and limited perspective."

" . . . it is of extreme importance that personal commitment be considered as crucial in the change process."

"... the parents must receive the assistance to provide the kind of environment which will be most profitable for the child in terms of language acquisition and development."

"... the process of implementation of a total communication approach requires a total approach to the implementation process."

and communication modalities which are inherent in the philosophy at the operational level. We have also attempted to discuss several of the potential problem areas schools or programs may have to contend with in implementing a policy change. Although problems were discussed separately, it is doubtful they would exist as distinct entities. Thus, the process of implementing a total communication approach requires a total approach to the implementation process.

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JOB OPPORTUNITY

WHERE: Fort Logan Mental Health Center, Denver, Colorado.

JOB: Head of a small pilot program for the mentally ill deaf in the Denver metropolitan area.

QUALIFICATIONS: Knowledge and experience working with the deaf. Be proficient with sign language, preferably can speak. Prefer a student of social work, psychology, or sociology and/or special education or vocational rehabilitation degree.

For more information, you may contact George Kerin, ACSW, Fort Logan Mental Health Center, 3520 West Oxford Avenue, Denver, Colorado 80236.



Dr. Craig Mills, chairman of New York University's Deafness Research & Training Center Advisory Board receives the University's Presidential Citation from President James M. Hester.

Craig Mills Receives Presidential Citation From New York University

Craig Mills, retired director of the Division of Vocational Rehabilitation for the State of Florida and a nationally known rehabilitation expert, was presented with New York University's Presidential Citation on May 20 by James M. Hester, NYU president.

The chairman of the Advisory Board of NYU's Deafness Research & Training Center for the past five years, Mr. Mills was honored by the University for his "wise counsel and vigorous leadership which have brought the Deafness Center to national prominence . . . and for the outstanding contribution he has made to the social welfare of deaf persons."

President Hester noted that since 1970, when Mr. Mills assumed the chairmanship of the board of the NYU Deafness Center, he has never missed a board meeting, despite the pressures of his position in Florida and his activities with numerous rehabilitation groups across the country.

Citing Mr. Mills' work with the Federal government, Dr. Hester quoted Congressman John Brademas (D-Ind.) who observed that the House Committees uni-

formly attended to Mr. Mills' testimony because they knew it was "honest, well-informed and constructive."

Last year Gallaudet College bestowed an honorary degree on Mr. Mills in recognition of his contributions to deaf persons. A year earlier, he was the recipient of the Boyce R. Williams Award for Outstanding Contributions to the Rehabilitation of Deaf People.

A native of South Carolina, Mr. Mills has lived in Florida since 1928. He received his B.S. degree from the University of Florida and an M.S. degree from Florida State University.

The NYU Deafness Center, which was established in 1966 with support from HEW to increase services to deaf people, is the only research and training center of its kind in the nation.

Future NAD Conventions

1976—Houston, Texas
1978—Rochester, N. Y.
1980—Cincinnati, Ohio

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

Give Me a Sign

Last year "I Hear Your Hand," a song written by Dan Robbins and myself was used to bring Deaf Awareness to the nation's television screens. TV Public Service spots have now been sent to more than 400 television stations in the nation. Hundreds of people have written to the RID/Deaf Awareness office asking for more information about deafness and also where they can learn sign language and how they can be involved in Deaf Awareness activities in their own areas. Typical of the comments coming into the office:

"I saw a pretty lady sing a song with her hands today. It was beautiful . . . I wonder if there is some place I might learn that lovely language of the hands. May I learn?" . . . "My husband works with a man who is deaf. If you could send us some literature or booklets on sign language we would really appreciate it because then we could study it and learn to communicate with him." . . . "Please send me more information on the problems and needs of hearing impaired people. I am interested in sharing this with our church school." . . . WRC-TV (Washington, D.C.) "We strongly share your interest in increasing public awareness of your services, and hope that our efforts on your behalf have been fruitful."

Yes, Deaf Awareness is no longer a future dream. It is happening right now across the nation. In order to keep the Deaf Awareness movement visible to television viewers, . . . Quota International, Inc., is sponsoring new public service spot announcements as part of their "Shatter Silence" contribution to promoting understanding for deaf citizens. Because Quota has limited funds they will not be able to buy spots for all television stations (since there are more than 700 in the United States, but they are helping pay production costs and purchase spots for some areas. Persons interested in purchasing spots for their own area can write for information on costs, etc., to I Hear Your Hand Inc., 6025 Springhill Drive, Apt. 203, Greenbelt, Maryland 20770. Please enclose a self-addressed stamped envelope.

The new song was recorded by the Sons of Thunder, written by Dan Robbins and Mary Jane Rhodes, with Rita Corey and Ron Rhodes (both young deaf people) singing in signs. The filming has been completed and a preliminary version was shown at the Quota International Convention in Hawaii on July 22. The film footage I have seen is most exciting and not only presents a message for hearing people but also shows an exciting new method of singing duets in signs by "sharing signs." Ron and Rita share signs such as "ripple," "rainbow" and "words in the air." We believe that "Give Me a Sign," the new song, will also have a profound effect upon hearing people and will continue the Deaf Awareness interest begun by "I Hear Your Hand." The words to the new song were written because a friend of mine told me that her deaf father had once asked her: "How does it sound when the sunshine bounces from the table on to the floor." I hope that deaf people will sign proudly across the nation so that hearing people will be able to share the message of the song "Deafness can't stop us . . . God wants us to share."

GIVE ME A SIGN (c)

By Mary Jane Rhodes & Dan Robbins

Sometimes I wonder
How does it sound,
When red leaves in autumn
Drift to the ground?
Can the pond's ripple
Speak to the tree?
Want to share your world,
Please share mine with me.
Sometimes I'm lonely
Want to reach out to you.
But silence between us
Is hard to break through.
So when I smile at you,
Hold out my hand.
Please know that your handshake
Means you understand.

(musical break)

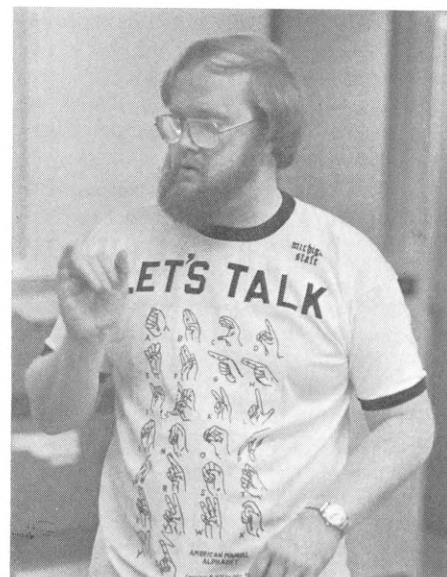
Friend may I ask you
Tell me if you can,
The sound of a snowflake,
The smile of a man.
Moonlight on the ocean,
Can it play a tune?

Will sunshine make music
In meadows in June?
Sometimes I wonder
If you could care . . .
Join my world of silence
Make words in the air.
A hand can paint pictures
Of clouds in the sky . . .
And sunshine and rainbows
And breeze passing by.

(musical break)

HAL-LE-LU-IA . . . I see that you care.
Deafness can't stop us
God wants us to share.
Just lend a hand, and sing in sign,
Want to share your world
Hope you'll share mine . . .
Lend a hand . . . Give me a sign,
HAL-LE-LU-IA, everything's fine.
I am sharing your world . . .
You're sharing mine.
Lend me a hand . . . Now is the time.
No longer lonely . . .
GOD GAVE US THE SIGN.

(c) copyright applied for



LET'S TALK SHIRT—John Pitts, Jr., a deaf student at Michigan State University recently copyrighted a design for use on cloth articles such as T-shirts, sweaters and beach or bath towels, for which he is seeking national outlets. In this picture he is shown wearing his T-shirt with the American Manual Alphabet. Pitts, the son of deaf parents, attended Indiana School for the Deaf and Gallaudet College and is now an accounting student at MSU.

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1975-1977

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Los Angeles Program Breaking Barriers In The Nursing Field

By MARJORIE KLUGMAN

Something interesting, and currently the only class of its kind, is going on at Los Angeles Trade-Technical College that hopefully will be the forerunner for similar programs around the country. Begun as a pilot program in the spring of 1974, L. A. Trade-Tech is now offering a class for Licensed Vocational Nurse (LVN) for deaf and hearing impaired students.

The success of the ongoing program is due largely to the enthusiasm and dedication of Mrs. Ronnie Fisher, a registered nurse and teacher. Mrs. Fisher was first introduced to deafness at Resthaven Community Hospital where she was teaching psychiatric nursing. Greg Kimberlin, a deaf psychologist, and director of the hospital's mental health program for the deaf, asked her if it would be possible to train deaf people to work in the nursing field. The idea intrigued her. Why not?

"It can't be done" are words Ronnie Fisher doesn't like to hear. She then took a sabbatical from school and spent it researching and planning the program. What she learned from the nursing field was very little; schools for the deaf could offer little more. It was an entirely new and unexplored area, but with the help and cooperation of Trade Tech President Dr. Fred Brinkman, whose main concern was that deaf people would be accepted in jobs after their training, she went ahead, continuing to ask questions and getting few answers. Some hospitals eventually were found that would not routinely reject deaf job applicants. Mainly she played it by ear.

The pilot program was followed by a full length Nurse Aide course. Several students were enrolled and already are working in convalescent hospitals while continuing their studies. Because hearing impaired students require an interpreter and special assistance in learning aids, having the deaf in one class was considered preferable to an integrated class with normally hearing students. This has worked successfully as the deaf student feels free to question as much as needed and the small pupil to teacher ratio allows the student more individual attention. The program itself is exactly like the hearing program in time and content.

Says Mrs. Fisher, "We will not water down the program and we will use the same hospitals as our hearing counterparts. The only difference is that I am adapting the regular program to the special needs of deaf people by using more detailed visual aids." When asked if the language problems of the deaf would be a barrier, she explained that hearing students have the same problems because medical terms are also new to them. She has found deaf students more curious and not afraid to ask questions in the intimate atmosphere of the classroom.

One of the rooms where the class is held



Mrs. Dottie Soltis is interpreting what Mrs. Ronnie Fisher, R.N., M. P. H., the supervisor, is saying to David Perlovsky, the student. Koni Balfad has come in as a photographer and ends up as a "patient" for the deaf Florence Nightingales.

is a clutter of audiovisual equipment, many machines being available for individual study of slides and films. The interpreter is always present and films and filmstrips are run several times so that the meaning is clear to all. Demonstrations and practical training are held in a large room simulating a hospital ward where life-like dummies are permanent "patients" to be cared for, lifted and carried, bathed and "fed." Students learn to take temperature, pulse, read blood pressure and learn safety measures for patient and personnel. Because of the hearing handicap, students are taught to take blood pressure by palpation and, by observation, to note breathing and other life functions. The Nurse Aide class was warmly received at St. John of God Hospital where students worked directly with patients. Hospital Administrator Brother Elias, Nursing Director Brother Marcellus and Head Nurse Brother Terrence offered every assistance in their desire to see the class succeed.

The class has concluded their Nurse Aide training and received certificates and is now taking the Licensed Vocational Nurse course. Mrs. Fisher has found Nurse Aide training invaluable to any deaf student who wants to take the LVN course. A Nurse Aide position requires no state examination and no license. The Aide works under the direction of an LVN or Registered Nurse (RN) and cannot give medicine and only limited patient care. The Licensed Vocational Nurse must pass an examination and be licensed and does the same work as an RN in direct patient care. LVN requires three semesters of study in contrast to one semester for Nurse Aide and a regular nursing course of two or more years for RN. Mrs. Fisher's philosophy is that Nurse Aides are the backbone of the convalescent hospital and LVN's the backbone of the acute hospital. The Aide starts at \$2 per hour while the LVN can start at \$545 to \$600 per month. Another im-

portant reason for Nurse Aide training is that the person will be better equipped for the job and more knowledgeable than a person hired at a convalescent home who has had no training. It is one of Mrs. Fisher's goals to see legislation passed that requires certification for Nurses Aide and an upgrading of that position. Too many tragedies have happened at convalescent homes because of this lack of training. Deaf students trained at Trade-Tech will be better prepared than some of their hearing contemporaries who were hired without any formal requirements.

One of the interesting aspects of breaking into the new field is not only convincing the nursing profession that deaf people can succeed but also convincing the deaf themselves. The area of nursing and medical care has for so long been off-limits to the deaf that they find it hard to believe the door is now open. Students in the LVN class have different motives and reasons for wanting to work in patient care. Both men and women are enrolled and one male student had always wished he could be a doctor.

Another hopes that eventually he can be of help to deaf patients in the Convalescent Hospital to be built adjacent to the Pilgrim Towers senior citizens apartment building for the deaf in Los Angeles. Long driving distance doesn't make any difference to a young woman student who came to the Nurse Aide class after working at a convalescent home during the day. She found it took a little time for patients and staff to become accustomed to her hearing handicap but after that found no communication problem.

Another woman student, also working as a Nurse Aide, found the communication gap no barrier. Some patients merely took her for a foreigner! One student's interest in nursing began in an internees' camp in Rotterdam, Holland, where she had assisted nurses in helping sick people who had been released from concentration camps. The entire class is stimulated by

Ronnie Fisher's outlook and encouragement and is determined to succeed.

Ronnie Fisher, who has been a Registered Nurse for 18 years, comes from New York and had many interesting jobs before embarking on a nursing career. She was a saleswoman, teacher in a Catholic Junior High School and lived in South America for many years where she taught English. She and her husband were "sugar tramps," moving around through Venezuela, the Dominican Republic and Colombia, where they had sugar factories. In 1957, there was a revolution in Colombia and the factory was confiscated by the Colombian government.

While in South America she also had an experience that helps her understand how a deaf patient feels when hospitalized. She was ill in a hospital there, unable to speak Spanish, and suffered as a patient because of the lack of understanding. This is another reason why she wants to see deaf people succeed as Nurse Aides and LVN's so that they can communicate with deaf patients and give them the reassurance and care that every patient is entitled to.

Ronnie Fisher has worked with the deaf only a short time but her philosophy reflects a broad understanding of human nature and a flexibility in trying out new ideas and using new approaches. Remarking on the resistance put up by some people in accepting the deaf, she says, "Deafness isn't contagious. What the human cannot see he is afraid of and makes up in his imagination all kinds of things to pass off his fears." Ronnie Fisher has no such fears, only courage and optimism, and if anything is contagious it is her enthusiasm and positive outlook. It lifts up the class and makes students feel that "it can't be done" is an obsolete phrase.

The Director of Interpreting at Los Angeles Trade-Tech, Dottie Soltis, has helped the class since its inception and is another example of dedication. Coming from a family of seven sisters and two brothers, all hearing and the children of deaf parents, she devotes 12 hours a day to see

that this program and other programs for the deaf at Trade-Tech succeed, and to help deaf individuals at the school in every possible way. All of her brothers and sisters serve the deaf in some capacity and the present interpreter for the LVN class is her younger sister, Daisy Schroth, who works five hours a day with the group.

The LVN class at Los Angeles Trade-Tech has everything going for it—a dedicated teacher, hardworking interpreters and earnest students. It is also taking place at a time when barriers are being broken daily by minorities and people with handicaps. After being well trained to compensate for their lack of hearing, deaf Licensed Vocational Nurses and Nurse Aides will find their deafness no handicap and no bar to entering the field of nursing care.

Mrs. Fisher will be glad to answer any inquiries from deaf adults regarding the class by writing to her in care of Los Angeles Trade-Technical College, 400 Washington Boulevard, Los Angeles, California.

Student Comments . . .

What Are Their Reasons For Taking The Nurse's Aide Course?



We first heard of this new program when THE DEAF ANGELENO (now THE DEAF WESTERN) ran a story about Los Angeles' Deaf Florence Nightingales in its June, 1974, issue. We are indebted to Editor Polly Battad for the following comments from deaf students in the program:

David Perlovsky—I've been a professional beautician, working with people a long time. I thought that I would like to try and learn to be a nurse's aide because I like helping people. The N. A. training is very interesting. I hope to be a very good male Nurse's Aide.

Iva DeMartini—I've always been interested in working in a hospital as a nurse. Working in medicine and helping sick people is something I've always wanted to do.

Ida Mae Moulder—I've worked in various offices and I'm always bored. I decided to learn a new trade and find the Nurse's Aide training very interesting.

Berta Guerre—Since I have been in and out of work, I thought I'd give this a try. To my surprise I'm realizing I love it!! I'm very anxious for our class to make this break-through so that in the future,

many other deaf people will have the same chance to learn this trade. Then they too can work in hospitals as a Nurse's Aide.

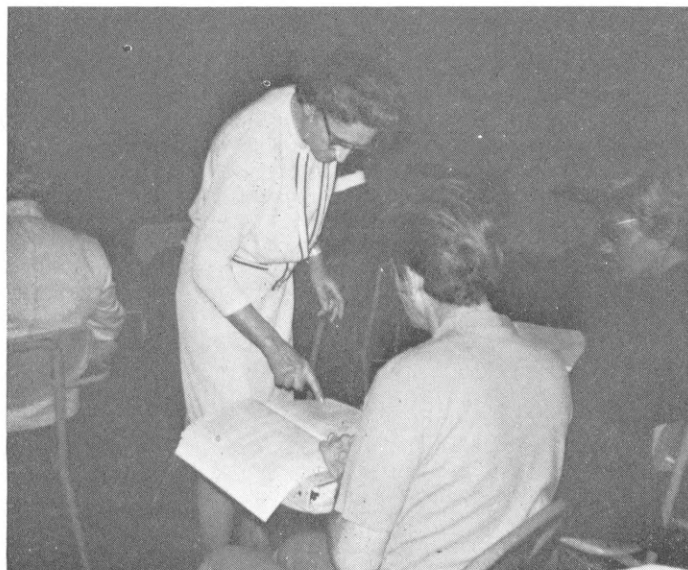
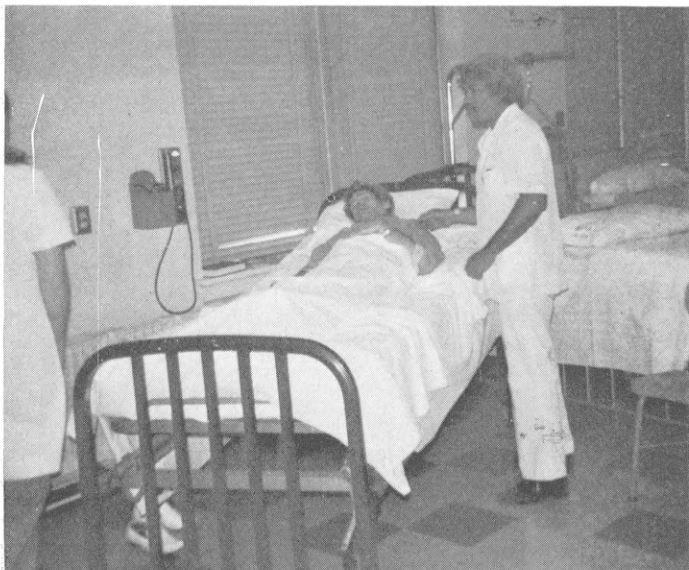
Jim Curtis—When I was a young boy, I had the desire to be a doctor. When I grew up, because of my handicap, I could not. Now I have the chance to take this Nurse's Aide course. When I graduate, I'll really have training.

John Ballard—In the few weeks I have been in the Nurse's Aide class here at L. A. Trade Tech., I feel I have learned an awful lot about nursing and taking care of sick people. The teachers are great! I am learning this is very important work. I will do my best to prove myself, so that when I graduate, I know I will be capable of taking care of sick people. I will like the job.

Adrianne L. Riley—Most of my life I dreamed of working in a hospital taking care of sick people. Because of my handicap it was never before possible. So my dream is coming true! I would like to go on and learn to be an RN or LVN.

Lana Swearingen—A friend of mine who is a student in a printing class at L.A. TTC told me about the N. A. class for the Deaf and coaxed me to sign up. I finally did and am glad I listened to him. I find it interesting so I'll enjoy my work. I want to thank my friend for his advice!

Irene Barkan—I'm taking the NA course because I like doing helpful things for sick people. By learning to be a NA, I'll be helping to make sick people to feel better so they can get well.



NURSES AIDES—Left: Rehearsal for the Nurses Aides Convention in Sacramento shows Koni Baffad as a nurse, Jim Curtis as a patient and Gayle Bryan as another nurse. Right: Mrs. Ronnie Fisher instructs Jim Curtis and Koni Baffad who were advanced Nurses Aides to Licensed Vocational Nurses. (Photos by Polly Baffad).

The LVN class at Los Angeles Trade-Tech has everything going for it—a dedicated teacher, hardworking interpreters and earnest students. It is also taking place at a time when barriers are being broken daily by minorities and people with handicaps. After being well trained to compensate for their lack of hearing, deaf Licensed Vocational Nurses and Nurse Aides will find their deafness no handicap and no bar to entering the field of nursing care.

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Chicago's SOS

(Continued from Page 12)

while signing, her hands ran interference with her water goblet. An outing is now being planned by the SOS members for next month. They will hold one of their regular meetings at a restaurant so they can all practice signing while sitting at a dinner table.

Another extracurriculum activity of SOS involved signing songs at the Thanksgiving program for the Chicago Club for the Deaf.

"One of the songs we signed was 'Over the River and thru the Woods,'" Joyce said. "It seemed some members enjoyed

being on stage more than others." All eyes then went directly to Cornelia. "And," continued Joyce, "do you know how many stanzas are in that song?"

Everyone laughed.

I thanked the group for allowing me the time with them. Joyce then began her lesson.

I looked around. I saw Signs. I saw friendship. I heard chatter. I heard laughter. I smelled the coffee brewing. I felt good!

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Next NLTP Class To Be Largest Ever

Eighteen participants have been selected by California State University, Northridge, for the 1976 National Leadership Training Program class, and one more is expected to be announced soon, making it the largest class in NLTP history. A special exception is being made, primarily to include participants from other countries.

The increased number of qualified applicants this year made the selection process even more difficult than it previously has been. The new class easily could be twice the normal size if based on the number of qualified applicants, according to Dr. Earl Sanders, assistant program administrator. The program is designed to accommodate 15 participants, and in the past, 14 to 16 persons have been enrolled for each class.

Presented these who have been selected for the NLTP class to begin January, 1976:

Gabriel Adepoji—Principal, Kwara State School for the Deaf, Ilorin, Kausare State, Nigeria.

Patricia Apodaca—Teacher, Valley High School, Las Vegas, Nevada.

Judith Athey—Director of Communica-

tions Service, Maryland School for the Deaf, Frederick, Maryland

Ralph Beggs—Supervising Teacher, Alberta School for the Deaf, Edmonton, Alberta, Canada.

Albert Darby—Supervising Teacher, American School, Bristol, Connecticut.

Margaret De Voss—Supervising Teacher, Illinois State University, Normal, Illinois.

William Hudnall—Rehabilitation Counselor, Dept. of Rehabilitation, Long Beach, California.

Darlene Krusemark—Teacher, Los Angeles County, Hermosa Beach, California.

Aida Luz Matos—Counselor, Vocational Rehabilitation Program, Dept. of Social Services, Rio Piedras, Puerto Rico.

Emil (Ted) Michaud—Educator, Portland Public Schools, Portland, Oregon.

Paul Micaud—Vocational Rehabilitation Counselor, State of Minnesota Department of Public Welfare, Maple Grove, Minnesota.

Jehnnny Mimoso—Counselor III, Department of Social Services, Caguas, Puerto Rico.

Patricia Park—Teacher, Simi Valley Unified, Northridge, California.

Kenneth Schiltz—Teacher - Coordinator, Arizona State School for the Deaf-Blind, Tucson, Arizona.

Joanne Stump—Teacher, MacKay Center for the Deaf, LaSalle, Quebec Canada.

Robert Thomas—Teacher, Anchorage Borough School District, Anchorage, Alaska.

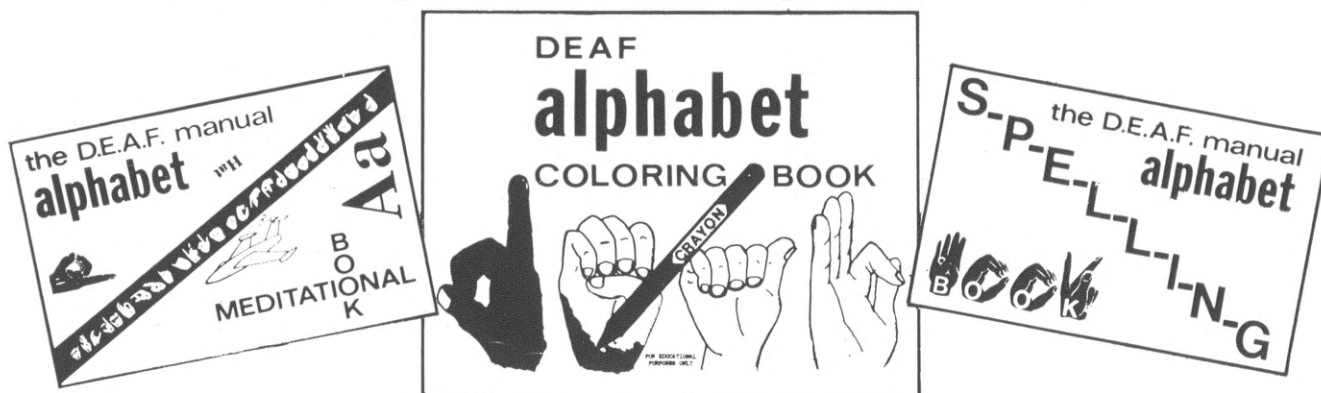
Alonzo Whitt—Supervising Teacher, Colorado Deaf and Blind, Colorado Springs, Colorado.

Sister Loretta Young—Supervisor, St. Mary's School for the Deaf, Buffalo, New York.

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Signs Of The Times: A Community Success— A Personal Achievement

By CHERYL and JIM GOLDFEDER

"Lee McCartt here, with Signs of the Times." With these familiar words another episode of one of Knoxville's most popular television shows begins.

Lee McCartt, a teacher at the Tennessee School for the Deaf, was the person responsible for conceiving the idea and developing the program. He felt that there was a great need for a television show especially geared for the deaf citizens of the community. At the same time, he realized that in order to be successful the show needed to be attractive to hearing people as well as deaf people. With a few sketchy ideas and a lot of motivation, Lee approached Bob and Betty Lawson, two teachers at the Tennessee School for the Deaf, to get their reaction to his idea. Bob and Betty, who are both deaf, agreed that the idea had merit and should be pursued. They suggested that Lee contact Mrs. Irma Young of Maryville College and Mr. Bill Woodrick from the Univer-

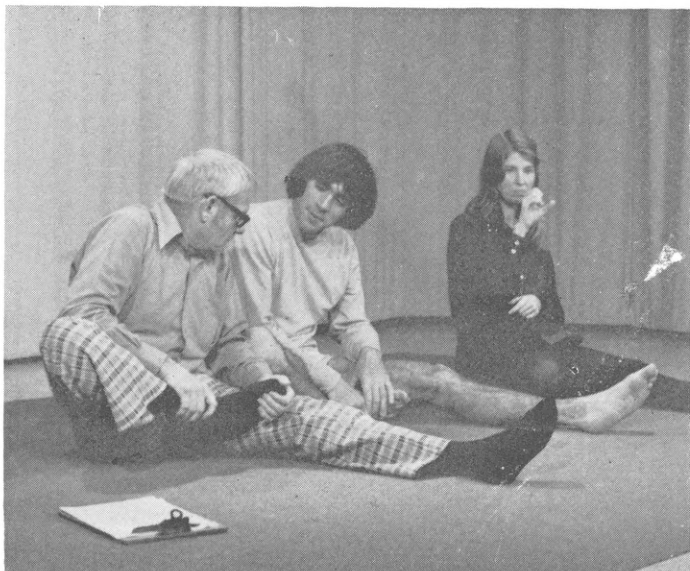
sity of Tennessee for assistance. A committee was formed and the idea of producing such a show was presented to Hop Edwards of WSJK-TV, a public broadcasting station in Knoxville. Mr. Dick Renner was assigned as director. He suggested a magazine format for the Signs of the Times show because it would allow a wide latitude in programming. To date, the idea has worked well.

The topics presented on the show have ranged from singing and dancing to the art of self-defense. For the most part the guests who appear on the show are not persons who have reached notoriety, but rather everyday people such as the lady who makes her husband's clothes, an antique dealer who repairs watches, a policeman who teaches self-defense, a university student who writes plays. These are the people who provide most of the talent for the program and who demonstrate that "ordinary" people do many

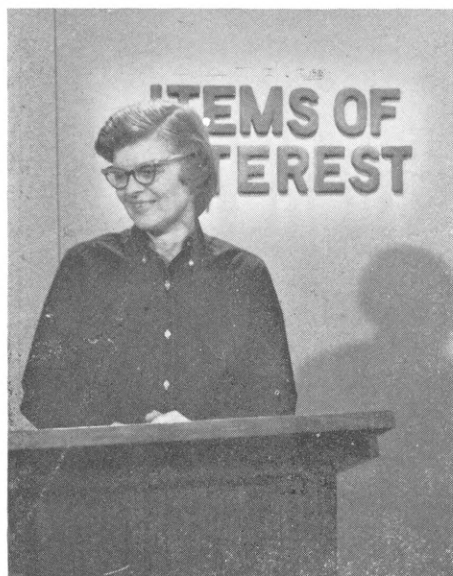
extraordinary and creative things. The Signs of the Times show gives such people the opportunity to be seen and to be appreciated.

For most of the shows, Lee has served as host, but occasionally Bill or Irma have acted in this capacity. Mrs. Ruthalee Dzuirzynski is a regular on the show. She has been responsible for gathering, writing and presenting a segment of the show entitled "Items of Interest." Ruthalee is herself deaf and is concerned with events and ideas of interest, especially for the deaf people in the viewing audience. Ruthalee has added warmth and charm to the program by her pleasant manner and warm smile.

Both hearing and deaf people have appeared as guests on the show. When a guest cannot use signs an interpreter is provided. A reverse interpreter is also provided for deaf people who prefer not to use their voices.



Left: Yoga . . . for these brittle bones? Right: Doreen Maxfield interprets a song for Kathy Clark.



Ruthalee Dziurzynski with "items of interest."

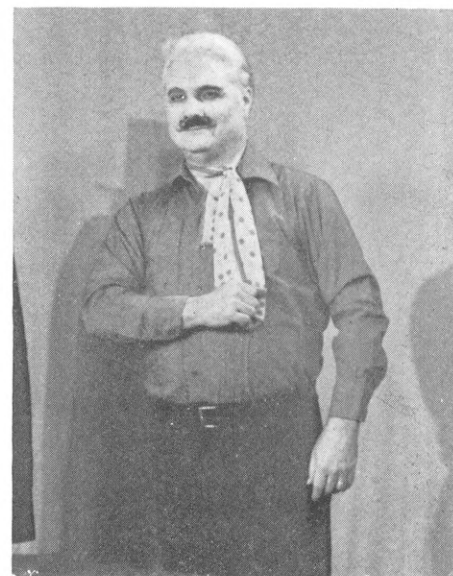
The show is currently being aired twice a week. It has been widely received and plans are already under way for the new season which will begin in the fall of 1975. Lee would like to see the program distributed to public broadcasting stations across the country and advises any interested persons to contact him at the Tennessee School for the Deaf (P.O. Box 886, Knoxville, Tennessee 37901.)

Lee deserves much appreciation for a

job well done. Signs of the Times is for him a personal achievement: one of which he can be proud. It is also a huge success with the community. If the show has emphasized one thing, it is that a handicap is an inconvenience—it is not something altogether debilitating. The guests on the show have demonstrated that incon-



Robert S. Lawson, president of the Tennessee Association of the Deaf, has given encouragement and assistance to the "Signs of the Times" TV program.



Leander Moore, "man of a thousand faces."

venience or not, achievement is not uncommon—in fact, it is the usual! Through the show, such goals as understanding, tolerance and brotherhood are stressed. These are offered, not merely as ideals but as everyday realities, ones which can be regularly achieved. It is in fact, a sign of OUR times, that deaf and hearing people are working together as never before to achieve such goals and make a better world for us all.

NYU DR&TC Program To Cover Deafness Rehabilitation Leaders

New York University's Deafness Research & Training Center is offering a two-semester, 34-point master's program to prepare coordinators, facilitators and administrators of rehabilitation programs for deaf people. The program will prepare trainees to work in a variety of public and private agencies and special attention will be given to providing the

knowledge, experiences and managerial skills needed to enable state coordinators of services for deaf clients (SCD) to implement the Model State Plan for Vocational Rehabilitation of Deaf Clients. The program is offered through courses taught by Deafness Center staff members, assisted by administrators now involved in the planning and implementation of vocational rehabilitation services for deaf people.

Trainees must have a B.A. degree, ex-

perience working with deaf people and evidence of managerial capability. A limited number of traineeships are available and provide for the full tuition of \$3,400 and a stipend of \$2,400. Applicants for September, 1975 should apply at once.

Future NAD Conventions

1976—Houston, Texas
1978—Rochester, N. Y.
1980—Cincinnati, Ohio

Tennessee Temple Schools Serves Deaf Students

By Sally Wheelus

The young man sits alone on the concrete bench, squinting his eyes against the afternoon sunshine slanting through the nearby maple tree, that is fully arrayed in its autumn-gold gown.

He smiles at passersby and nods his head at their greetings. Soon the young man is joined by another youth about the same age. Seemingly in pantomime they communicate, hands flashing through the air, darting this way and that.

Suddenly they both appear to be laughing heartily, and yet, no sound is heard. A few more minutes of silent dialogue, then both pick up their books and depart.

This is a common scene on the campus of Tennessee Temple Schools in Chattanooga, Tennessee.

The curriculum for all deaf students includes three years of English grammar and composition. Emphasis is placed upon correct grammar usage and sentence and paragraph structure. Essays, compositions and research are required along with memorization of selected literature passages, reading of biographies, novels and poetry.

Deaf students not only are capable of learning, but they also study the same as a hearing and speaking student according to Rev. Ronald Henson, a teacher in the deaf department.

"We teach in sign language. We do not interpret for speaking teachers, but rather put the lessons in the language of the deaf, which is a definite advantage to the student," he commented.

Rev. Henson has been teaching in the deaf department for three years. He has been married 32 years and has four children. For more than 27 years, he worked as a traveling salesman in the food industry, at the same time working in the bus ministry in his church for 14 years and in the deaf ministry for 11 years.

"I became interested in this ministry through some friends who had a deaf son. The boy's mother was a daughter of deaf parents. The more interested I became, the greater burden I had for the deaf," Rev. Henson said.

He added that though he had worked in the bus ministry and with the deaf for many years, he did not feel called to preach until he started to teach the deaf.

According to Dr. Bruce Lackey, dean of the Bible school, when the deaf department was begun, the teachers interpreted in hearing classes, but it was discovered that additional benefit to the student was added if the teachers actually taught in sign language.

In addition, teachers supply the class notes to the deaf students, instead of the

students being required to take the notes themselves.

Mrs. W. C. Beckner is also a teacher in the deaf department. This is her second year, and she has lived in Chattanooga 22 years. Her husband is a postal employee and has been for 18 years.

"I have two children who are grown, and when I was 38, I decided that I should go to college. I felt my mind really needed to get busy again," Mrs. Beckner explained.

"I accepted a job at the Chattanooga State Technical Institute as an interpreter and tutor for the deaf, in what was a new program. I also attended sign language classes with my students."

"Then I returned to Tennessee Temple and began interpreting for the deaf after about 1½ years at the institute. I teach English, which is a very challenging and rewarding job."

Perhaps the greatest challenge and greatest reward for Mrs. Beckner is found in the person of Rocky McReynolds, of Kingsport, Tennessee. Rocky began his studies in the deaf department in January of 1969, and attended classes through June of 1970.

At this point he remained out of school one year, and in July 1971, married the former Carol McGee of Green Cove Springs, Florida. Rocky returned to school after his marriage. He is now a secondary education major with physical education as a teaching proficiency and his hearing wife is a senior English major minoring in art.

Since there is no deaf department in his new program, either Carol or Mrs. Beck-

ner attend classes with Rocky interpreting for him. They also assist him in taking his notes. Not only has Rocky done well in the college, but on three separate occasions he has been named to the Dean's List—Spring 1973, summer 1973 and Spring 1974.

Rocky and Carol plan to teach at the Florida School for the Deaf in St. Augustine upon graduation.

Rocky also works full time with Mike Schmidt, a teacher in the deaf department, installing carpet.

Paul Luther has been teaching the deaf for more than a year. He has been married three years, has a little girl and he and his wife had another baby born in December.

"I became interested in deaf work while a seminary student, and learned sign language from Mrs. Henson and Mrs. Beckner. The more I learned the more interested I became."

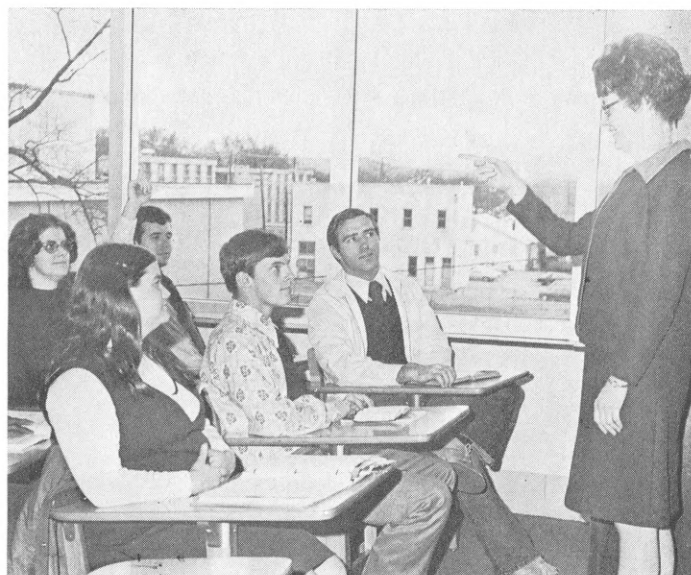
Mike Schmidt, also a full-time teacher in the deaf department, said that he and his wife both became interested in the deaf when they were in Denver, Colorado. A missionary couple visited their church and presented a song in sign language, and they were most impressed.

Students come to the school from all over the country and Canada. The teachers not only assist the students with their studies, but also act as counselors vocationally, emotionally and in helping many of the deaf students to establish real values and motivation.

This is one of the three Christian schools for the deaf in the country, and one of two teaching in sign language.



FACULTY—Paul Luther, left, chairman of the Deaf Department at Tennessee Temple Schools, has a planning session with Mrs. Bill Beckner, Rev. Ronald Henson, Mrs. Henson and Mike Schmidt.



Left: A typing class composed of deaf girls (left to right), LaDonna Ross, Cana Conley and Jean O'Ferrell. Right: Mrs. Bill Beckner has lively interest by her students in answering a question.

Each year in the spring, the deaf department at TTS holds "D-Day," at which time deaf persons from all over the country are invited to the school. In the spring of 1974, 253 deaf persons attended the D-Day banquet.

"Some of the students have multiple handicaps and are still able to obtain full benefit from the curriculum. "As a matter of fact," Rev. Henson continued, "we have had qualified deaf students participate in the regular athletic program, including participating in interscholastic track, cross country and soccer."

"Seeing a person who has not had the opportunity to work at his full capacity develop academically and spiritually is a very exciting thing," Mrs. Beckner added.

The deaf students also live in the dorms and can get work scholarships at the school or work in Chattanooga. Some are married.

They are taken on field trips around Chattanooga, within about 100 miles, and the boys recently were taken on a camping trip.

"The school philosophy of learning is called total communication, in which signs, fingerspelling and speechreading are all used. For the most part, any student can learn with this method," Luther explained.

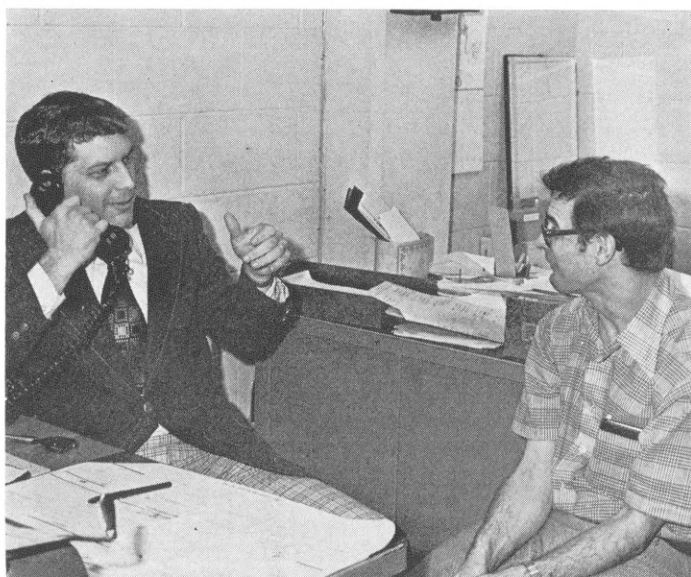
One of the most thrilling success stories the teachers have to share is that of Ronnie Rice, a graduate of the deaf school, who is now an evangelist to the deaf, traveling all over the country.

The students also participate in the ministries conducted for the deaf of Chattanooga through Highland Park Baptist Church. Rev. Henson is pastor of the deaf church.

When the Schmidts came to Tennessee Temple they were thrilled to find the opportunity that was afforded those interested in the deaf.

Schmidt felt at that time he did not want to get involved in the deaf ministry and would sometimes assist in the class but would not use the sign language without an interpreter. A year ago he was asked to teach the Sunday School class and came to the place where he knew he must make a decision as to what he would do.

Other teachers include Susie Erickson,



Left: Paul Luther, Deaf Department chairman at Tennessee Temple Schools, makes a telephone call for Lyndon Evans, a deaf student. Right: Sue Henson, teacher of the deaf, counsels a deaf student.

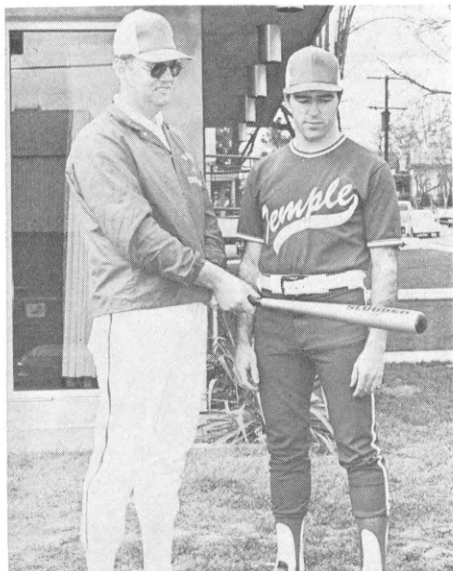


Don Morgan and Mrs. Henson, who work part time in the deaf department.

They all agree that teaching the deaf is a very unique process in which the teachers most devotedly take the exact curriculum and present it in such a way that the deaf students obtain the greatest benefit from it in working toward their graduate or theology diploma.

Students are being trained in other areas as well as Bible. They include Christian education, where the deaf are trained to teach in local church situations; business, where deaf secretaries are trained in church or general office work; vocational training, which is unique because it must be in conjunction with work in Bible or Christian education.

The student is offered courses in mechanics, printing, air conditioning, refrigeration, electrical work, carpentry, plumbing, painting, welding and layout.



Allen Snare, right, a deaf student, is a catcher on the Tennessee Temple Schools baseball team this season. With him is Coach Dan Sherman.

JULY-AUGUST 1975

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Iowa School for the Deaf	25.00
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Karen Butner	North Carolina
Dr. Frank C. Caccamise	New York
Mrs. Joanne B. Campbell	Pennsylvania
Brenda Cooley	Indiana
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Sandra Talan	Ohio
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The Little Deaf Club On The Prairie

By LARRY R. PUTHOFF

Most of you have probably heard about **The Little House on the Prairie** by Laura Ingalls Wilder, but I believe there are only a few people who have heard or seen the little deaf club on the Prairie.

Yes, there is a little deaf club on the Prairie now. This deaf club is known as the Sioux Falls Association of the Deaf and is located on the Prairie, all right, (Sioux Falls, S. D.) The club had been built for the deaf by the deaf people of the Sioux Falls community.

The club house, which was reconstructed from an old rundown print shop, is where meetings are held and lunches are served. Downstairs in the basement is a finished recreation room that can be used for movies, recreational gatherings and many other things.

Many manhours have been involved in making this club a reality. Approximately 25 deaf citizens worked every day to make this club stand as erect as their pride. If you had seen this building being built, I'm sure it would remind you of the way the pioneers worked as our history books tell us. Cooperation, thrift, self-reliance and loyalty were always involved. Norman Larson, Jr., appointed chairman of the SFAD building committee, has put in as many as 1,950 manhours (since June 1973), working and instructing fellow members of the club in proper building construction. There were many others who have put many hours into the building project also. Without their sacrifices and devotion there would not be such a club-house for the "silent minority" of South Dakota.

The Sioux Falls community has been very generous in giving donations. Over 160 donations were received including \$1,500 for the black top for the parking lot from Mr. and Mrs. John Buckmaster, devoted members of the club. The donations included financial aid, material contributions and even labor time for the services of a few electricians. A complete list of contributions is now posted in the clubhouse.

September 29, 1974, from noon to 5:00 p.m., was a very important day for the deaf citizens of South Dakota as well as Sioux Falls. It was the Grand Opening Day, a day that we gave special thanks to the Lord for making our dream come true. This was probably one of the highlights of many of the members' lives.

November 23, 1974, was proclaimed the Norman Larson, Jr., Day. Norman was honored for his unselfish devotion, patience and other deeds during the building project. A plaque was given to him with the following words, "In appreciation for faithful service to the people of SFAD" engraved. He also received a portable color T.V. in appreciation of his unselfish gift of his time and guidance during the project.

The most important thing of all concerning this club is that it is not only a place for social gatherings, but is also to be an educational center for deaf citizens. It is a place where business meetings can be held, continuing education or adult education can be taught and other educational events can be scheduled. Non-profit organizations are welcome to use the clubhouse.

DA's Sports Annex

St. Mary's track team won the 12th Annual Eastern States Schools for the Deaf track and field invitational meet at Gailaudet College last May. Team scores: St. Mary's, 148; North Carolina, 127; New York, 79; Maryland, 62; Model Secondary School, 59; American School, 43; Virginia, 29 and Rhode Island, 10. Event winners: 120 yd. high hurdles, Koziarski, St. Mary's, :17.1; 100 yd. dash, Rojas, American, :10.5; shot put, Braum, St. Mary's, 40'7"; mile run, Warren, New York, 4:32; mile walk, Warren, New York, 7:58; long jump, Carrus, St. Mary's, 19'6 3/4"; 440 yd. dash, Freeman, New York, :54.2; 440 yd. relay, North Carolina, :45.7; 2 mile run, Warren, New York, 10:09; 330 yd. int. hurdles, J. Brown, North Carolina, :43.4; discus, Weinstock, Model School, 118'; 220 yd. dash, Odom, North Carolina, :23.5; triple jump, Huebner, New York, 38'11 3/4"; 880 yd. relay, North Carolina, 1:35.7; 880 yd. run, Dunchani, St. Mary's, 2:05; high jump, Dunchani, St. Mary's, 5'11".

The North Dakota track team won third place in the State B track and field meet in Minot, North Dakota. Drexel Lawson participated in four events, 100 yd. dash; 440 yd. dash; 180 low hurdles and the 220 yd. dash, winning each event, and breaking state records in the 440 yd. dash, :48.6; and in the 220 yd. dash, :22.4.

Some outstanding track and field performances in 1975:

100 yd. dash, Lawson, North Dakota, :9.85 and Thompson, Texas, :9.9
220 yd. dash, Lawson, North Dakota, :22
440 yd. dash, Lawson, North Dakota, :48.4
880 yd. run, Dunchani, St. Mary's, 2:05
Mile run, Warren, New York, 10:09
2 Mile run, Warren, New York, 10:09
440 yd. relay, North Carolina, :45.7
880 yd. relay, Mississippi, 1:33.5
Mile relay, Arkansas, 3:42.5
Long jump, Lawson, North Dakota, 21'7"
Discus, Black, Texas, 130'2"

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Shot put, Kirksey, Florida, 47'4"

Triple jump, S. Brown, North Carolina, 40'11"

High jump, Squire, Indiana, and Dunchani, St. Mary's, 5'11"

Pole Vault, Grate, South Dakota, 12'7"

Low hurdles, Lawson, North Dakota, :19.75

High Hurdles, Bowen, Indiana, :15.5

1975 Interstate Football Schedule

September

- 6—Minnesota at Wisconsin
- 13—South Carolina at Alabama, Virginia at Tennessee
- 27—Tennessee at Alabama

October

- 4—Louisiana at Georgia (homecoming), North Carolina at Virginia (homecoming), South Carolina at Tennessee (homecoming), Indiana at Kentucky.
- 10—West Virginia at Virginia
- 11—Michigan at Indiana (homecoming), Kentucky at Tennessee
- 15—Virginia at Maryland
- 18—South Carolina at North Carolina (homecoming)

November

- 1—Wisconsin at Indiana
- 8—Florida at South Carolina (homecoming)
- 15—Georgia at Florida

Renonia Fowler Sets Record

Renonia Fowler, a junior at the Tennessee School for the Deaf, Knoxville, set a new state record in winning the long jump—17 feet 2½ inches. She is the second TSD student to break a state record, Willie Poplar having heaved the shot 59 feet 6 inches in the 1969 state meet. Tennessee has no classification according to enrollment.

Golden West Students Pick Koppel

By Harry Tremaine

The Silent Rustlers Drama Club of Golden West College, Huntington Beach, California, last April received the gratifying news that it had received an extraordinary compliment from the Book Awards Committee of the Eugene O'Neill Memorial Theater Center. SRDC was chosen by the committee to be one of a select group of eight theater programs for the deaf from throughout the nation, to participate in the Joseph M. Velez Memorial Fund Annual Book Awards. Each program is to select a deserving student who has excelled in the area of theater.

The members of SRDC selected, by vote, Gregory Koppel, a 22-year-old Theatre Arts major. Greg's goal is to become a professional pantomimist. He made his decision to devote his future to pantomime only recently; he began to study the art

less than a year ago, after seeing a performance by the great French mime Marcel Marceau. In the months since, he has captivated his audiences in Orange County with his witty performances.

Stewart Rogers, drama class instructor at the College, calls Greg "brilliant" and says he has the critical faculties of a true talent, adding, "He can take common occurrences, like walking the dog, and make them his own tour de force. And when he doesn't 'have it' he knows it and will scratch the routine until he comes up with something new."

After receiving his A.A. degree from Golden West College this June, Greg expects to enter California State University at Northridge. Naturally, he also expects to continue on his road toward expertise in pantomime.

NAD's Good-Will Ambassador

By W. H. WOODS, SR.

Author of "The Forgotten People"

The National Association of the Deaf could use a good-will ambassador to appear at all civic gatherings, churches, public forums, and all other groups interested in aiding the deaf.

We are not able to get what we wanted. We cannot get this kind of publicity for our cause. We have difficulties in obtaining employment. We have difficulties in obtaining automobile liability insurance. And we suffer many more disadvantages. Yes, we are outspoken, overlooked by our meaningful friends.

We need a good-will ambassador. He must be able to speak clearly. He must be courteous. He must be tolerant of the other people's criticism of us, and still make friends by pointing out our good qualities. He can, if granted, appear in

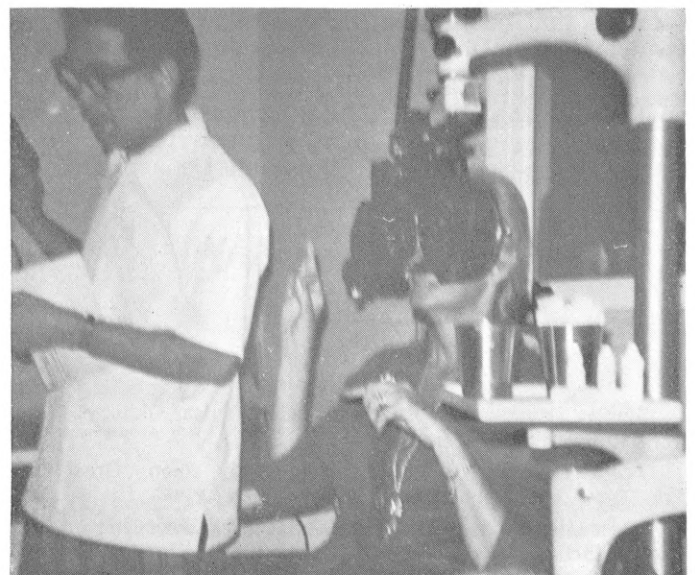
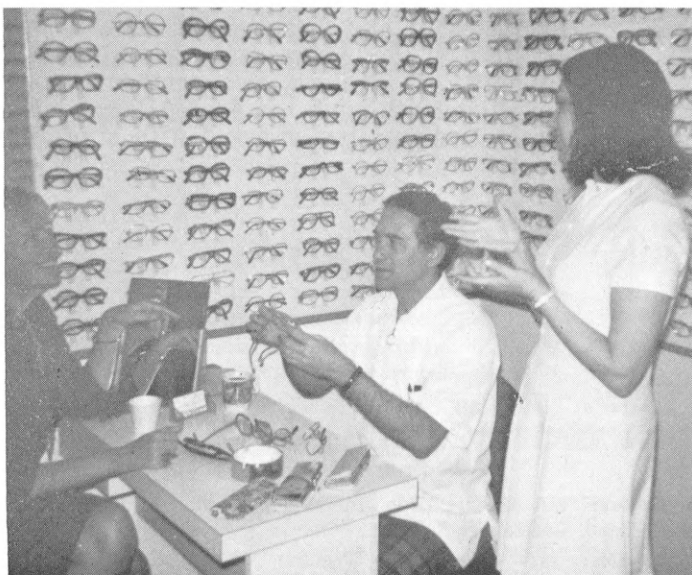
TV programs such as "What's My Line?", "To Tell the Truth," news broadcasts, etc.

We need good publicity. A lady good-will ambassador is a fine thing. An attractive lady ambassador can draw attention. She must have personality, always smiling, be electrifying in her speeches, a magnet of good-will.

The good-will ambassador must be paid a salary by NAD, but with any speaking engagement proceeds donated to the NAD.

For this position I suggest Mrs. Betty Edwards of Clearwater, Florida. She is the daughter of deaf parents, is an expert in the sign language, and is at present president of the Florida Registry of Interpreters for the Deaf.

Any comments?



INTERPRETER FOR OPTOMETRIST PATIENTS—Mrs. Rose Weinberg, daughter of deaf parents and wife of Dr. Victor Weinberg, a Downey, California, optometrist, works in her husband's office and interprets for deaf patients having their eyes examined. Dr. Weinberg is also taking a course in sign language.



MAYOR'S OFFICE GETS TTY—Left: Indianapolis Mayor Richard Lugar is using a one-finger technique in typing out the first message from his office via teletypewriter. Looking on are Glenn Carlstrand, Rich Holt (an assistant to the mayor) and Gary Olsen. Right: Mayor Lugar holds up the first completed TTY conversation between his office and the Indiana School for the Deaf. Behind him are Mr. Olsen (Indiana Association of the Deaf president), NAD President Jess M. Smith, Jr. NAD members Stacey Anderson, Kathy Smith and Ray Conrad and Mr. Carlstrand.

Indianapolis Mayor's Office Has New Teletypewriter

INDIANAPOLIS—The Junior National Association of the Deaf Chapter at the Indiana School for the Deaf has been instrumental in helping the hearing impaired in Indianapolis and vicinity improve communication with the city government.

It all began on March 20 during the spring Speaker Forum at the Indiana School for the Deaf sponsored by the Jr. NAD. That evening was called City Government Night with Richard Lugar, mayor of Indianapolis as guest speaker. He addressed the deaf community and high school student body. He spoke on city government and how deaf youth could become more involved in their communities.

A question and answer session followed where a question was asked as to the possibility of setting up a teletypewriter in the Mayor's Office. The Mayor responded that he would like to have more information on it and that it sounded like a good idea.

On May 21, about six weeks after the Mayor's visit to ISD, the Mayor called a news conference to announce to the public that a teletypewriter has been set up in the Service and Complaint Department. At

this event a group representing ISD (Indiana School for the Deaf) was present and they were: NAD President and ISD Assistant Superintendent Jess Smith; IAD President and Jr. NAD Advisor, Gary Olsen; Jr. NAD advisor and interpreter Glenn Carlstrand and three Jr. NAD members, Stacey Anderson, Ray Conrad and Kathy Smith.

The highlight of this conference came when the Mayor himself placed the first TTY call from his office to Teresa Ezzell a student at the Indiana School for the Deaf. The Jr. NAD was assisted by the Indiana Association of the Deaf Community Affairs Committee in securing the TTY and setting up the news conference.

This TTY service is now available enabling hearing impaired individuals in this area to ask questions, make complaints and or get specific information regarding any aspect of city government. This is one giant step toward making more services available to the hearing impaired. This is also another way in which the deaf youth through the Jr. NAD are doing their part to make this a better world with improved communication.

11th Annual World Deaf Bowling Tournament Results

(Knoxville, Tenn., July 9-12, 1975)

Men's Division

Singles (Handicap): Charles Braden, Tulsa, Okla., 654, won from Ethan Aschs, Brentwood, N. Y., 648.

Team (Handicap): 1st—Brannon Body Shop, Greenbrier, Ark., 2434; 2nd—Michiganers, Detroit, Mich., 2395.

Doubles (Handicap): 1st—Frank Rezzutto, Jr., Chicago, and Harry Storm, Geneva, Ill., 1315; 2nd—Jack Adair and Walter Rolin, Syracuse, N. Y., 1239.

All Events (Handicap): 1st—Frank Rezzuto, Jr., 1937; 2nd—

Charles Mullins, Memphis, Tenn., 1843.

Master's: 1st—Alan Shore, Philadelphia, Pa., 462; 2nd—William VanSpankeren, Chicago, 388.

Women's Division

Singles: 1st—Maggie Hipp, Birmingham, Ala., 814; 2nd—Harriett Head, LaGrange, Ky., 786.

Doubles: 1st—Agnes Arrigo, Trenton, N. J., and Diane Schule, Warren, Mich., 1162; 2nd—Eva Parker, Mosspoint, Miss., and Delores Pryor, Fort Worth, Texas, 1122.

Cooperation Asked For Sequel To "The Forgotten People"

By W. H. WOODS, SR., Author of 'The Forgotten People'

I have sent out copies of THE DEAF AMERICAN, April 1975 issue, to certain people and asked them to cooperate with me in furnishing the needed information on their success in business so I may write about their business life for the benefit of others.

The purpose is to compose a heart-warming, human story, telling how they succeed in their chosen profession, so by example others may follow their methods of making good. The article in THE DEAF AMERICAN outlined Reatha Suttka Hirte's success as a business woman.

Some of our deaf American women are in hospitals, as heads of departments, and accounts of their work would make very good articles. There is a scientific illustrator in Washington, D.C., and another retired curator in New York. The good news of their accomplishments is especially needed for another book I am writing, to be known as "Sequel to the Forgotten People." Self-pride should be pushed aside as it does not do any good to humanity.

I give my time freely to the National Association of the Deaf and it is my hope that those asked for information will communicate freely. I have learned it does not pay to be prejudiced.

Jess M. Smith, president of the National Association of the Deaf and editor of THE DEAF AMERICAN, has asked me to write another book, by means of articles in THE DEAF AMERICAN. When enough articles are gathered into chapters, the NAD will print an attractive book glorifying our women.

Some have asked me to continue writing, citing the story of Juliette Gordon Low, who was deaf and the Girl Scout founder, as informative and effective. Others mentioned my article on Reatha Gentry Suttka Hirte as especially good. But I cannot write anymore without the help of interested persons who can supply information, and I cannot write without the cooperation of the woman in question.

My only desire as a writer is to serve all the deaf. I think I have the recognition of the NAD, but I need help from others so I can do a good job of writing another book. It is impossible for a retiree on limited income to travel for such research. I cannot personally seek the interest and cooperation of other persons or contact potential article subjects. So will you do your share and help me? The theme of my next book will be simple: how our women succeed in their professions.

It does not serve human nature to refuse to cooperate when there is full knowledge that such help is for a good cause. So is it too much to ask the women whom I have contacted to cooperate with me?

It is about time someone wrote a book about our successful women—and I intend to be that person. Our women deserve it, and from comments I have received, the public would be interested in it.

If you are interested, please contact me at 3033 39th Avenue, North, St. Petersburg, Florida 33714.

For Adults Only . . .

What's Happening In Continuing Education

By Dr. ELAINE COSTELLO
The Center for Continuing Education
Gallaudet College

Adult Basic Education In Pittsburgh Public Schools

A highly individualized Adult Basic Education Program is offered to deaf adults in Pittsburgh, Pennsylvania, through the local public school system. During the past three years the ABE Program has maintained a single class with an enrollment of about 15 adults ranging in age 22 to 63. The class meets with its teacher, Myra Shaffer, in a public high school for three hours each Monday and Wednesday night.

The facility also houses Continuing Education classes for hearing adults and it is the goal of Ms. Shaffer to integrate some of the capable deaf adults into these other programs with the aid of an interpreter. She has received tentative approval from the administration to experiment with the idea but has not located funds to cover the interpreting costs.

Ms. Shaffer's educational program within the ABE Class covers six basic areas: 1) Language skills—parts of speech, syntax, grammar, written, communication; 2) vocabulary development—introduction and definition of words commonly used by the adult hearing population, figurative words, idiomatic expressions; 3) reading comprehension—individualized materials at different levels; 4) math computation skills—addition, subtraction, multiplication, division, measurement and time; 5) practical living skills—job application, insurance, checking accounts, saving accounts, loans, income tax, social security, budgeting; 6) typing—increasing proficiency with the



Sol Schwartzman, Coordinator of the education program for deaf adults in Pittsburgh.

typewriter to enable better use of the TTY. She also discusses contemporary problems, current events and literature with those persons who are interested.

In the past, the coordinator of the education program for the deaf adults in Pittsburgh, Mr. Sol Schwartzman, was able to sponsor several special interest classes for deaf adults through the Cooperative Extension Program, classes in sewing and in consumer education were offered, and through a grant from the Hillman Foundation, with the aid of the Counseling Center for the Deaf, art classes in pottery and painting were available.

Mr. Schwartzman is actively trying to expand adult educational opportunities to deaf persons in Pittsburgh and additional ABE for persons with minimal language levels is being planned. Funding is being sought to support interpreters in order that deaf adults may participate in existing adult education programs in the city.

For more information, please contact:

Mr. Sol Schwartzman
6334 Verona Road
Verona, Pennsylvania 15147
Phone: (TTY) 412-795-5728

Ooops!!! A Goof!!!

In the May 1975 issue of THE DEAF AMERICAN the picture accompanying the continuing education story was identified as Dr. Elaine Costello. It should have read MRS. JOHN (ELIZABETH) SPELLMAN. Thanks to Ms. Carole E. Sponable of Denver and others who called our attention to the error.

Editor's note: The following tribute to Dr. James Lewis Smith was paid by Dr. Wesley Lauritsen on the occasion of the dedication of Smith Hall, the new high school building on the Minnesota School for the Deaf campus recently:

Dr. James Lewis Smith—Teacher, Editor, Friend

By DR. WESLEY LAURITSEN, ALUMNUS 1917, Teacher 1922-1962

This afternoon we are gathered here to dedicate a fine new school building to a wonderful deaf man who served the deaf of Minnesota and the nation in many ways for 50 years.

The Minnesota Association of the Deaf has always been interested in the Minnesota School for the Deaf. When the new high school building was being erected it was the consensus of members of the Minnesota Association of the Deaf that the building should be named in honor of a great teacher who served the school for a half century—Dr. James Lewis Smith.

The Executive Committee of the Association appointed a committee composed of Gordon Allen, chairperson; Francis Crowe and myself to present this idea to the proper authorities. In December 1973, we drew up the following resolution which was unanimously accepted by the Executive Committee:

WHEREAS, Dr. James Lewis Smith served the Minnesota School for the Deaf as high school teacher, principal, acting superintendent and editor of the school paper, THE COMPANION, for a period of 50 years, and,

WHEREAS, his dedication to duty and distinguished service to the school were of the highest order and contributed greatly to the high standing of the school among institutions of learning for the deaf in the United States, and

WHEREAS, he exerted a strong influence for all that was good on his pupils and coworkers, and

WHEREAS, the high standards he set by exemplary living made him beloved by all who knew him; therefore be it

RESOLVED, that the Executive Committee of the Minnesota Association of the Deaf, Inc., respectfully requests that the new high school now being constructed at the Minnesota School for the Deaf be dedicated to Dr. James Lewis Smith, and that the edifice be named SMITH HALL, and be it further

RESOLVED, That copies of this resolution be sent to the proper authorities within the state for their consideration.

The above resolution with appropriate documentation was sent to Superintendent Melvin Brasel who forwarded it to the Department of Public Welfare. Mr. John Buzzell helped to get this approved by the Department of Public Welfare's executive staff and later by the State Executive Council and then by the Minnesota Historical Society. It is a rather complex matter to get a state building named and we at this time want to thank all who

helped in the matter. Everyone liked Dr. Smith. One day a little girl came into his class room and sat on his lap. She looked him in the eye and said, "When I grow up, I am going to marry you!" Dr. Smith smiled and said, "Fine!"

I first met Dr. Smith in 1915. He was my teacher for one year and I probably learned more in that year than in any other year in my life. Later he was a fellow teacher, friend and counselor for more than 20 years. Visiting with him in his home, in my home and at his summer cottage in northern Minnesota I enjoyed the fellowship of one of Minnesota's outstanding citizens.

The Minnesota School for the Deaf was fortunate in securing the services of this man who rose to the heights in his chosen field. The 500 and more young men and women who had the privilege and pleasure of sitting in his classroom and coming under his influence are unanimous in declaring that Dr. Smith was one of the great teachers of his day.

Dr. Smith had always been a great scholar and that helped to make him the great teacher that he was. He loved his work. He put himself 100 per cent into his work. He had the ability of a true teacher and the ability to impart his knowledge to his students and to inspire them.

As teacher of what we called the High Class, Dr. Smith was called on to complete the formal education of many students in our school. Dr. Smith helped to prepare many students for college, but the large majority of the students who came under his pedagogical wings did not go to college. The fact that the students who went to college and those who did not go were able to pursue successful careers and live happy lives, become self-supporting and law-abiding citizens, an asset to the state, gave Dr. Smith a feeling of satisfaction greater than money can buy.

So it seems appropriate that today we dedicate this fine, modern school building to Dr. James Lewis Smith because among the hundreds of fine and dedicated teachers who served the Minnesota School for the Deaf during the past 112 years he by unanimous consent stands out among the multitude.

Dr. Smith was born in a humble home in Waukesha County, Wisconsin, on March 15, 1862. When he was three and one-half years old the family moved to Minnesota by covered wagon and settled in a log house in Fillmore County.

He started public school, but when he

was eight years old he lost his hearing through an attack of brain fever. He stayed home for about three years before his family heard about the Minnesota School for the Deaf. He then entered this school at the age of eleven. He was graduated five years later in 1878. He entered Gallaudet College and received his Bachelor of Arts degree in 1883. Later he received a Master of Arts degree and an Honorary Doctor of Letters degree. During the 50 years that he edited THE COMPANION he is credited with publishing one of the best school papers. This helped keep the school in touch with parents of pupils, the alumni and the profession at large.

I could tell you many interesting facts about Dr. Smith and his life, but after this program you will be given a reprint of the special issue of THE COMPANION dedicated to Dr. Smith and published on April 20, 1933. It contains glowing tributes from leaders in the profession, from fellow teachers, former students and friends from coast to coast.

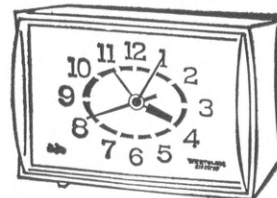
I know that you will find this issue interesting reading and will agree that the building could not have been more appropriately named. The Minnesota Association of the Deaf is pleased to furnish this copy of THE COMPANION and also the bronze plaque and color picture of Dr. Smith which will be placed in the new building.

Now we can only hope that the present-day students will appreciate this fine new building with its modern facilities and do better work than any previous generation.

To all who helped to make the building possible and this program a success, A HEARTY THANK YOU!

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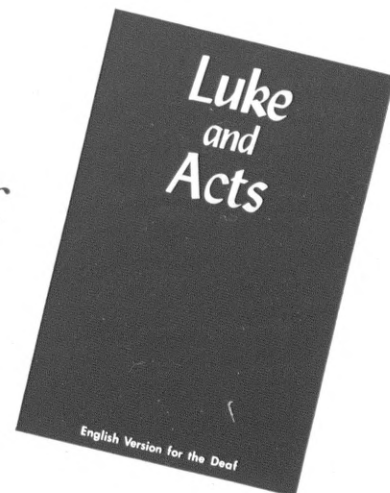
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NEW!

A Translation of the Scriptures Designed Especially for the Deaf



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Luke Writes Another Book

1 Dear Theophilus,
The first book I wrote was about everything that Jesus did and taught. ²I wrote about the whole life of Jesus, from the beginning until the day he was carried up into heaven. Before this happened, Jesus talked to the apostles* he had chosen *With the hel-*

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Gallaudet College's Criteria For An Honorary Degree

The criteria are intended for guidance to those responsible for choosing recipients of the degree and also for those persons who wish to suggest candidates.

The criteria are broad—of necessity, since the selection must include an array of accomplishments. They do, however, indicate the limits and direction of thought to be taken by those responsible for choosing recipients of honorary degrees at Gallaudet College.

Consideration should also be given to the mechanics of the awards. Commencement exercises afford time for the conferring of only two to three (at most) degrees a year. Persons passed over by the committee may be, and often are, considered again in the following year(s). The committee submits its selections for Senate approval in February and for approval of the College Board of Directors in March.

In the Area of Service to Deaf People: (Criteria apply to deaf or hearing persons equally.)

1. **Creativity**—Development of new methods of teaching, service, administration. Extensive publication of national and/or international circulation.

2. **Effectiveness**—Exceptional, far-reaching, long-enduring influence upon those served. (This must extend beyond the honor given to the dean of a local teaching corps. Recognition must be regional and national or international in scope. Persuasive powers in enlisting cooperation from others in serving deaf people.)

3. **Professional Leadership**—Outstanding and continuing service to professional organizations serving deaf people. (This does not mean simply one-term service as an officer in a professional organization or simply extended active membership, but instead frequent service and constructive contribution to the organization's program.)

4. **Length of Service**—Sufficiently long service to denote a lifetime commitment to serving deaf people. However, this should not be the single or the dominant criterion.

5. **Recognition**—Evidence that numerous persons are aware of the nominee's fitness for the honor. However, blatant pressure campaigns should receive negative reaction.

Note: Some persons of recognized achievement in other fields of endeavor have lent their talents to assist significantly deaf people or those who serve them. Such assistance, when outstanding, may be recognized without reference to the above criteria.

Employment in the Gallaudet Community should not disqualify a worthy person from being awarded an honorary degree since it will also bring honor to Gallaudet College. However, special care is to be made in the process of these nominations, i.e., such candidate's credentials should be reviewed with extra measure of impartiality, taking precaution that institutional loyalties or personal friendship or animosities are not permitted to influence selection. Such considerations should not be frequent and certainly not on an annual basis.

In the Area of Employment and Professional Accomplishment: (Limited to deaf persons in employment where competition is almost entirely with those who can hear.)

1. **Creativity**—Scientific discovery or development of new tools or methods which have been recognized as original contributions to his field or activity.

a. Artistic or literary creation recognized as above average by competent critics or by general public acceptance.

2. **Professional Leadership**—Continuing participation and service to professional organizations in nominee's field of competence.

3. **Effectiveness**—Value to organization recognized by employer through promotions, awards of merit and other similar administrative devices.

4. **Length of service**—Sufficiently long service to denote a lifetime commitment to the field of activity. Mere long tenure without significant creativity or effectiveness should not rate the honor.

5. **Recognition**—As for service to deaf people.

TV Intercom System Brings Announcements

To ALL Students At Claremont Vo-Tech

A closed circuit television intercom system has been installed at the New Hampshire Vocational-Technical College at Claremont for the purpose of relaying messages, announcements and items of general interest to the entire student body. The new communications center, which replaces the public address system for announcements, makes it possible for the hearing impaired students to receive messages in the same form and at the same time that the rest of the students do.

The new system employs a television camera mounted inside a "message wheel" and four monitors placed strategically throughout the college. Messages are written individually on slips of paper about the size of a filing card and placed in slots on the message wheel, located in the college's general office. As the cards rotate past the camera, messages appear individually on the four monitors in the building.

It is not uncommon now to see small groups of students assembled near one of the monitors, chatting with each other and taking in the day's notices. The system is being used to announce campus

activities, coming events in the community, job openings and other items of general student interest. The system also is used to page particular students; these students usually are requested to go to the general office to receive phone messages or other particular messages.

Formerly, announcements were broadcast over the public address system at 10 a.m. and at other times during the day as it became necessary to do so. At best, this system could reach hearing impaired students only indirectly. It required that a hearing person take note of the message and relay it to any hearing impaired students around him. In the case of a message for a particular student, the system required that a hearing person seek out that student and deliver the message.

Besides reaching only part of the student body, the public address system was a nuisance for announcements, Stoodley continued. "They were cacaphony to someone trying to concentrate and a disruption to classes. When the announcements were on it was like having a freight train pass through: telephone con-

versations were drowned out, persons talking face to face had to stop and wait, classes came to a halt."

The new communications system was purchased with funds from a Federal grant administered through the Division of Vocational Rehabilitation, Department of Education. It was installed by a faculty member in the college's electronics department, James Broadfoot, and a senior in the industrial electronics program, Patrick Robinson of Springfield, Vt.

NTID Promotes Three Professional Staff Members

Three professional staff members at the National Technical Institute for the Deaf at Rochester Institute of Technology have received major promotions.

Dr. Jack Clarcq, former assistant dean for Technical Education, has been named to the new position of associate dean for Technical Education.

Dr. Donald D. Johnson, former director of the NTID Communication Center, was promoted to assistant dean for the Division of Communication Programs.

Jack F. Smith, director of Public Information and the Office of Career Opportunities, has been named to a new position of assistant dean for Educational Extension.

NATIONAL ASSOCIATION of the DEAF

Jess M. Smith, President Charles C. Estes, Secretary-Treasurer Frederick C. Schreiber, Executive Secretary

N.A.D. President's Message

Jess M. Smith, President

5125 Radnor Road

Indianapolis, Indiana 46226



By the time this issue of THE DEAF AMERICAN reaches readers, the VIIth World Congress of the World Federation of the Deaf will be underway. This, as stated before, is the first meeting of the Congress outside Europe and just might be the only one in the United States for decades to come. Hosting a Congress is a monumental undertaking, financially and otherwise. Despite problems inherent to such undertakings, we are confident that this Congress will be one of the best ever.

Once the Congress is over, the National Association of the Deaf can give full attention to plans for the NAD Convention in Houston, July 4-11, 1976. The Texans, led by General Chairman Ralph White, former Vice President and Executive Board Member, have laid the groundwork for one of the best NAD conventions ever—one that will cater to the entire family. Watch for announcements and ask questions and make suggestions.

* * *

Communication is a vital matter for the NAD—between the Association and its Cooperating Member (state) associations. The Bylaws (in the Preamble) specify that all concerned be kept informed as to conditions and trends.

It is apparent that much remains to be done to accomplish the above-mentioned requirement. The communication links exist to some extent but need strengthening. For example, several months go by before the NAD (and THE DEAF AMERICAN) receive lists of new state officers and Representatives to national conventions and information as to important action taken by the state associations.

Likewise information from the NAD to the state associations does not get the wide circulation that would be meaningful to their membership. The President's Message and Home Office Notes appear in the DA; the NAD has its newsletter, NAD Interstate; memorandums on specific items go out from the NAD Home Office to state associations; minutes of NAD Executive Board meetings are printed in the DA; proceedings of national conventions, including committee reports, contain a wealth of information.

Few state associations take advantage of the various fund-raising possibilities offered by the NAD—commissions on subscriptions to the DA; discounts on publications which can be resold at list; discounts on flasher alarm clocks for which a continuing demand exists. And in all likelihood other items will be offered in the near future.

Perhaps the NAD is not pushing the above for maximum returns—both to itself and to state associations. We intend to get a summary of all such fund-

raising projects to run each month in the DA and available as a flyer in response to requests.

* * *

Discussion of the NAD Bylaws . . .

Article II—Home Office

Section 1. Authorization.

a. The Association shall maintain an official headquarters, to be known as the Home Office, at such location and in such quarters as shall be designated by the Council of Representatives assembled at a regular convention, and the location thus designated shall remain the headquarters of the Association until changed by vote of the Council of Representatives. (Note: The 1972 convention designated 814 Thayer Avenue, Silver Spring, Maryland, as the location.)

Section 2. Function.

a. In the Home Office shall be kept the official records of the Association, official documents, membership records, research material, and supplies of literature for publicity purposes. It shall build up and maintain a library of information on the deaf, including books, bound volumes of periodicals, pamphlets, and any other informative material it may find available. Facilities of the library shall be made available to research workers, students, writers, and others in search of information on the deaf.

b. The Home Office shall prepare and mail to all duly appointed Representatives, at least 60 days before the convention date, a briefing and general instructions for their guidance, and include a copy of the Bylaws.

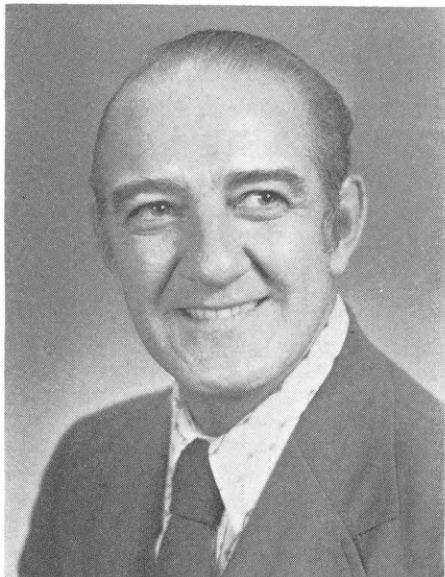
The **Authorization** needs little discussion, but the strong point is that the Home Office could be moved only by vote of the Council of Representatives.

Function is both broad and specific in regard to several items. During the last three years the library has become more and more a "big thing" but limited by space and staffing. Edith Kleberg has done a fine job; donations have been coming in at a steady rate. We have a long list of contributions which will be printed in an early issue.

Section 2b has always been a tough one to implement for two reasons: 1) the NAD does not get the names and addresses of Representatives promptly and often changes are made during the 60 days before the convention date and 2) the "package" for Representatives is hard to complete so far in advance. The President and the Executive Secretary will try hard to assemble the material 60 days before Houston; full cooperation from state associations is sought in providing the needed information as to their Representatives—including passing on the "package" to alternates or replacements just before convention time.

* * *

Officers of state associations: Please send your list of new officers and representative(s) to the NAD Convention in Houston in 1976. Also, send copies of your convention programs and pictures which might be suitable for use in THE DEAF AMERICAN.



OUTSTANDING TEACHER—Robert F. Panara, deaf professor of English and drama at the National Technical Institute for the Deaf (NTID), is one of four professors at Rochester (NY) Institute of Technology (RIT) named outstanding teachers, for the 1974-75 academic year. Panara has a choice of a cash grant of \$1,000; or a research grant of \$1,000, which may be used for expenses such as travel or materials relating to the research project; or release from teaching assignments for one quarter with a stipend equal to full salary to improve professional competence or engage in research and development. Prior to winning the award, Panara was granted a year's leave of absence as a visiting professor to the California State University, Northridge (CSUN), for the 1975-76 academic year. Therefore, he opted for the \$1,000 grant which will be used for expenses during his assignment.

Church Directory

Assemblies of God

At the crossroads of America . . .

FIRST ASSEMBLY OF GOD FOR THE DEAF
1175 W. Market St., Akron, Ohio 44313

Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.
Rev. John K. Sederwall, pastor, (216) 784-7426
Voice or TTY

When in Baltimore, welcome to . . .

DEAF ASSEMBLY OF GOD CHURCH
3302 Harford Road, Baltimore, Md. 21218
Sun. 9:45-11:00 a.m.; 7:30 p.m.; Wed., 7:30 p.m.
Rev. Bruce E. Brewster, pastor. Phone 467-8041
Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .

HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa St., Honolulu, Hi. 96815
Sunday School 9:30 a.m.; worship 10:30 a.m.
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.

Rev. David Schiewer, Pastor
732-0120 Voice or TTY

When in Portland, welcome to
FIRST ASSEMBLY OF GOD FOR THE DEAF
1315 S.E. 20th Ave., Portland, Ore. 97214

Sunday 9:45 and 11:00 a.m.
Thursday 7:30
Rev. Norman Stallings, pastor

Baptist

CALVARY BAPTIST CHURCH
Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James). Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

APPLEWOOD BAPTIST CHURCH
11200 W. 32nd Ave., Wheat Ridge, Colo. 80033
Luther Mann, Th. D., Pastor
(303) 232-9575
4310 Iris Street
Wheat Ridge, Colo. 80033

FIRST BAPTIST CHURCH
529 Convention St., Baton Rouge, La. 70821
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.
Telephone (504) 383-8566 (Voice or TTY)

CALVARY BAPTIST CHURCH
Corner Cleveland & Osceola, Downtown Clearwater, Fla.
Services interpreted for the deaf
9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .
HILLVIEW BAPTIST CHURCH
7300 Greenly Dr., Oakland, Calif. 94605
Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible & prayer, 7:30 p.m.
Interpreters: Arlo Compher, Shirley Compher
Pastor: James L. Parker, B. S., M. Div., Th. M.
Phone (415) 569-3848 or 635-6397

WEALTHY STREET BAPTIST CHURCH FOR THE DEAF
811 Wealthy Street, S.E., Grand Rapids, Mich.
Rev. Roger Kent Jackson, pastor
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
Wed.: 7:00 p.m. Prayer & Bible Study
Deaf Missionary Outreaches of our Church:
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Christian Outreach for the Deaf

THE FIRST BAPTIST CHURCH
217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday school for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended.

When in St. Augustine, Florida, Welcome To
CAVALRY BAPTIST CHURCH
110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m. worship service
Rev. Carl Franklin, pastor

PHILADELPHIA BAPTIST CHURCH & DEAF CENTER
823 W. Manchester Ave.,
Los Angeles, Calif. 90044
Sunday Bible study, 9:30 a.m.; worship, 11:00 a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers;
Willia G. Boyd, interpreter; William T. Ward, pastor.

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507.

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.
Anyone traveling to or through Tucson will find a cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster, Calif. 92683
Sunday morning Bible study, 9:30; worship, 11:00. Sunday night Christian life studies, 6:00; worship service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

A church that cares for the deaf . . .
AIRPORT BAPTIST CHURCH
2600 Army Post Rd., Des Moines, Iowa 50321
Services: Sunday School, 9:45; Morning Worship, 11:00; Evening Service, 7:00.

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee 37902
Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.
A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH
16th and Hickory, Pine Bluff, Ark.
"In the heart of Pine Bluff for the hearts of people!"
You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.
Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

When near Louisville, Ky., welcome to
FOURTH AND OAK STREETS BAPTIST CHURCH FOR THE DEAF (SBC)
Sunday School, 9:45 a.m.; Worship service, 10:55 a.m.; Sunday night service, 6:00 p.m.; Wednesday night service prayer meeting, 7:15 p.m.
Rev. Joe L. Buckner, pastor and interpreter
Miss Sue Henson, interpreter

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.
6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00 a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Rev. Lester H. Belt, Minister to the Deaf
Church office phone 277-8850.

Catholic

Roman Catholic
Immaculate Conception Parish
177 S. York Rd., Elmhurst, Ill. 60126
Contact: Deacon Jim Monahan,
TTY 815-727-6411
All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

NEW ORLEANS CATHOLIC DEAF CENTER
721 St. Ferdinand St., New Orleans, La. 70117
Office: Monday through Friday, 8:30 to 4:30
Movie: Friday, 7 p.m. to midnight
Mass: Saturday at St. Gerard Parish for the Hearing Impaired, 7 p.m., followed by social
Rev. Gerard J. Howell, Pastor/Director
24-Hour TTY News Service (504) 945-7020

INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario, Canada M4K 3N9
Moderator, Rev. B. Dwyer
Mass each Sunday, 11:15 a.m.; religious instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER
8245 Fisher, Warren, Mich. 48089
TTY (313) 758-0710
Moderators: Rev. Gary Bueche
Sister Dolores Beere, MHS
Mass every Sunday at noon

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424
Signed Bible Classes and Worship Services
Bible Classes—Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services—Sunday 10:30 a.m. and 6:00 p.m.

In Los Angeles area, worship at . . .
MAYWOOD CHURCH OF CHRIST
 5950 Heliotrope Circle
 Maywood, California 90270
 Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.
 Bob Anderson, Minister (213) 583-5328
 Restoring Un denominational Christianity
 ship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
 2002 Filer Avenue East, Twin Falls, Idaho
 Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
 Preacher: David Foulke
 Interpreters: Jim and Sheila Palmer

Episcopal

ST. AGNES' MISSION FOR THE DEAF

Each Sunday, 12 noon, at
 St. Philip's Episcopal Church
 Dennison Ave. & West 33rd St.,
 Cleveland, Ohio
 Vicar: The Rev. Jay L. Croft
 482 Orlando Ave., Akron, Ohio 44320
 TTY 216-0864-2865

ST. MARK'S EPISCOPAL CHURCH FOR THE DEAF

St. Stephens Road and Craft Highway,
 Toulminville, Mobile, Ala.
 Rev. Silas J. Hirte

THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES

Welcomes you to worship with us at any of our 75 churches across the nation.
 For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham
 Executive Secretary
 556 Zinnia Lane
 Birmingham, Alabama 35215

When in Denver, welcome to
ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL
 1160 Lincoln St., Denver, Colorado
 Tel. 534-8678

Open every Sunday at 10 a.m.
 All Souls Guild meetings second Friday night, 7:30 p.m.
 All Souls Guild socials fourth Friday night, 7:30 p.m.
 Rev. Edward Gray

The oldest church for the deaf in the United States
ST. ANN'S CHURCH FOR THE DEAF
 Episcopal

426 West End Ave. near 80th St.
 Services 11:30 a.m. every Sunday
 The Rev. Richard W. McIlveen
 Mail Address: 251 W. 80th St.
 New York, N. Y. 10024

When in Philadelphia, welcome to
ALL SOULS' CHURCH FOR THE DEAF
 The Rev. Roger Pickering, Vicar
 Services every Sunday, 1:30 p.m., in historic St. Stephen's Episcopal Church, 10th Street between Market and Chestnut Streets, 5 blocks from Independence National Park in the Bicentennial City.

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf
 6861 E. Nevada, Detroit, Mich. 48234
 Worship at 10:00 every Sunday
 Rev. Clark R. Bailey, Pastor
 Phone (313) 751-5823

When in Minneapolis, welcome to . . .
BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF

2901 38th Avenue South,
 Minneapolis, Minnesota 55406
 Services 11:00 a.m. every Sunday
 (10:00 a.m. during June, July and August)
 The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
EMMANUEL LUTHERAN CHURCH
 2822 E. Floradora, Fresno, Calif. 93703
 S. S. Class for Deaf Children, 9:15 a.m.;
 Every Sunday: Bible Class, 9:15 a.m.; Worship
 Service, 10:30 a.m. (interpreted).
 Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
ST. MARK LUTHERAN CHURCH OF THE DEAF

421 W. 145 St., N. Y., N. Y. 10031
 Sun. worship 2 p.m.—June-Aug. 1 p.m.
 Bible Class and Sunday School 3:30 p.m.
 Rev. Kenneth Schnepf, Jr., pastor
 Home Phone (914) 375-0599

Visiting New York "Fun" City?

ST. MATTHEW LUTHERAN CHURCH OF THE DEAF

41-01 75th St., Elmhurst (Queens), N.Y. 11373
 11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)
 Rev. Daniel A. Hodgson, Pastor
 212-335-8141 or 516-248-2357 Voice or TTY
 1 block from IND-74th St./Roosevelt Ave.
 and IRT-74th St. Subways

Welcome to . . .

PEACE LUTHERAN CHURCH FOR THE DEAF

4201 North College Avenue
 Indianapolis, Indiana 46205
 Worship every Sunday at 10:30 a.m.
 Pastor Marlow J. Olson, the only full time pastor to the deaf in the State of Indiana

In the Nation's Capital visit . . .

CHRIST LUTHERAN CHURCH OF THE DEAF

5101 16th St., N.W., Washington, D.C. 20011
 Sunday Worship—11:00 a.m.
 Robert J. Muller, pastor
 TTY 864-2119

You are welcome to worship at . . .

HOLY CROSS LUTHERAN CHURCH FOR THE DEAF

101 N. Beaumont, St. Louis, Mo. 63103
 Just west of Rodeway Inn, Jefferson Ave.
 Worship every Sunday, 10:30 a.m.
 Rev. Martin A. Hewitt, pastor
 TTY (314) 725-8349

Welcome to . . .

PILGRIM LUTHERAN CHURCH OF THE DEAF

3801 Gillham Road, Kansas City, Mo. 64114
 Worship every Sunday, 11:00 a.m.
 Walter Uhlig, pastor, Phone 561-9030

PRINCE OF PEACE LUTHERAN CHURCH FOR THE DEAF

205 N. Otis, St. Paul, Minn.
 Services every Sunday at 11:00 a.m.
 Summer services every Sunday at 10:00 a.m.
 Rev. Richard Reinap, pastor
 Phone 644-9804 or 624-8968

DEAF ZION LUTHERAN CHURCH

15000 N.W. 27th Ave., Miami, Florida 33054
 Phones (with TTY): Ch. 688-0312 or 651-6720
 or 621-8950

Every Sunday:
 Bible Class 10:00 A.M.
 Worship Service 11:00 A.M.
 Ervin R. Oermann, pastor
 Paul G. Consoer, lay minister

In North New Jersey meet friends at

ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF

510 Parker St. at Ballantine Pkwy.
 Newark, N. J. 07104
 (Bus #27 to B. Pkwy., 3 bl. West)
 Sundays, 10 a.m.; Thursdays, 8 p.m.
 Rev. C. Roland "G" Gerhold, pastor
 Need help? Phone (201) 485-2260

ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.
 Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF

74 Federal St., New London, Conn.
 Services: 2nd, 3rd, and 4th Sundays at 10:00 a.m.; Fellowship Guild, 1st Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF

1882 Post Rd., Darien, Conn.
 Services: 1st, 2nd, and 3rd Sunday at 2:00 p.m.; Fellowship Guild, 4th Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
 Episcopal Missions for the Deaf of Conn.
 23 Thomson Rd., West Hartford, Ct. 06107
 TTY (and voice) (203) 561-1144

United Methodist

CAMERON UNITED METHODIST CHURCH OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210
 Sunday Worship 11:00; Sunday Study 12:00
 Rev. Tom Williams, minister
 A place of worship and a place of service.
 All are welcome.

CHICAGO UNITED METHODIST CHURCH OF THE DEAF

Services in Dixon Chapel
 77 West Washington St., Chicago, Ill. 60602
 John M. Tubergen, leader
 P. O. Box 683, Elmhurst, Ill. 60126

When in Metropolitan Washington, D.C., worship at

WASHINGTON UNITED METHODIST CHURCH FOR THE DEAF

7001 New Hampshire Ave., Takoma Park, Md.
 Worship Service in the Fireside Room at 10:30 a.m.
 Sunday School for hearing children
 Captioned Movies every first Sunday at 11:45 a.m.
 Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF

657 West 18th St., Los Angeles, Calif. 90015
 Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit

HAWAII CHURCH FOR THE DEAF

3144 Kaunaoa Street, Honolulu, Hawaii 96815
 Sunday School 9:15 a.m.; Worship 10:30 a.m.
 Wed. Bible Study and Fri. Fellowship 7:00 p.m.
 Children's weekday religious education classes
 Rev. David Schiewek, pastor
 For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)
 1304 Allene Avenue, S.W., Atlanta, Ga. 30310
 Sunday School 9:45 a.m.—Worship 11:00 a.m. and 7:00 p.m.
 Wednesday Bible study and prayer 7:00 p.m.
 Rev. Wilber C. Huckleba, pastor
 Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and Norveilla Ave.) Norfolk, Va. 23513
 Pastor, John W. Stallings, Jr.
 Sunday School, 9:30 a.m.
 Worship Service, 10:30 a.m.

WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
 THE DEAF HEAR (Nationwide)

Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF

(Non-Denominational)

Meets in First Christian Church building each Sunday.

Scott and Mynster Streets
 Council Bluffs, Iowa

Bible School, 9:30 a.m.; Worship, 10:30 a.m.
 Duane King, Minister
 Mailing address: R. R. 2, Council Bluffs, Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435
 Contact: Deacon Jim Monahan,
 TTY 815-727-6411

All in Joliet area welcome to signed Mass Service at 10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to

LEHIGH VALLEY CHURCH FOR THE DEAF

121 South 8th St., Allentown, Pa. 18101
 Services held every fourth Sunday of the month except July and August at 3:00 p.m.
 An Interdenominational Deaf Church
 Mrs. Grace A. Boyer, Director of Public Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

373 South Western Avenue
 Services in sign language every Thursday night at 8:00

CALVARY CHAPEL FOR THE DEAF

Irving & E. Green Sts., Allentown, Pa. 18103
 Phone (215) 435-7500
 Rev. Reuben Jay, Minister to the Deaf; Mrs. Carol Jay, RID Certified Interpreter
 9:30 a.m., Every Sunday, Bible School; 10:45 a.m., Every Sunday, Worship Service
 "A Full-Time, Full-Gospel Church"

HIGG-207-10N-A AUG76
FRANCIS C HIGGINS
10508 43RD AVE
BELTSVILLE MD 20705

CLUB DIRECTORY

In Atlanta, it's the
GATEWAY TO THE SOUTH
ATLANTA CLUB OF THE DEAF, INC.
760 Edgewood Ave., N.E.
Atlanta, Georgia 30307
Open Every Friday and Saturday Night

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Room 204-206
538 South Wabash Ave., Chicago, Ill. 60605
Open Friday and Saturday evenings

The Showplace of the Southwest . . .

**DALLAS ASSOCIATION
OF THE DEAF, INC.**

4215 Maple Ave., Dallas, Texas 75219
Open Wed., Fri., Sat. eves
TTY 214-522-0380

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SILENT ATHLETIC CLUB OF DENVER
1545 Julian St., Denver, Colo. 80204
Open Saturday evenings

DETROIT ASSOC. OF THE DEAF, INC.

1240 Third Blvd., Detroit, Mich. 48226
Come to visit our new club when you are
in Detroit. Open Friday evening,
Saturday and Sunday.

EAST BAY CLUB OF THE DEAF, INC.

645 West Grand Ave., Oakland, Calif. 94612
Open Fri. evenings and Sat. and Sun.
afternoons and evenings
Hubert J. Sellner, secretary

THE TAMPA SILENT CLUB

(Odd Fellows Temple)
6220 Nebraska Ave., Tampa, Fla. 33604
TTY 813-244-2241
Open every 4th Saturday night.

GREATER INDIANAPOLIS DEAF CLUB
1917 E. 46th St. Indianapolis, Ind. 46205
Open Wednesday, Friday and Saturday
evenings
Eugene Schick, president

In Hawaii, it's Aloha (welcome) from . . .

HAWAII CLUB FOR THE DEAF

American Legion Auxiliary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. #6
Honolulu, Hawaii 96816

**HAWAIIAN PARADISE CLUB
FOR THE DEAF**

**HAWAIIAN ATHLETIC CLUB
FOR THE DEAF**

c/o St. Peter's Episcopal Church
1317 Queen Emma St.
Honolulu, Hawaii 96813
3rd and 4th Saturday of each month
Linda Lambrecht, secretary

When in Houston, you are welcome
to the

**HOUSTON ASSOCIATION OF THE
DEAF, INC.**

606 Boundary St. Houston, Texas 77009
Open Friday and Saturday evenings

LEHIGH ASSOCIATION OF THE DEAF
121 S. 8th St., Allentown, Pa. 18101
Open Friday and Saturday evenings
TTY 215-432-7133
Nelson C. Boyer, secretary

When in New Hampshire, come to the . . .

MANCHESTER DEAF CLUB, INC.

126 Lowell St., Manchester, N. H.
Open every second and fourth Saturday of
each month with free Captioned Movies

**METROPOLITAN WASHINGTON
ASSOCIATION OF THE DEAF**

3210-A Rhode Island
Mt. Rainier, Md. 20822

Open Friday, Saturday and
Sunday evenings.

When in the Nation's Capital,
come and see us.

PHOENIX ASSOCIATION OF THE DEAF

3100 East Roosevelt, Phoenix, Ariz.
2nd and 4th Saturday of each month

Address all mail to:

Fern D. Leon
4033 E. Edgemont Ave.
Phoenix, Ariz. 85008

**PUGET SOUND ASSOCIATION
OF THE DEAF**

(Seattle in 1974—NAD)

The Greatest and Oldest Club of the Deaf
in the Pacific Northwest.

Everyone Heartily Welcome.
Open Saturdays.

8501 Wallingford Ave., North
Seattle, Washington 98013
TTY Phone 206-525-3679

**SAN FRANCISCO CLUB FOR THE
DEAF, INC.**

530 Valencia Street
San Francisco, California 94110

Open Friday and Saturday nights.
Sometimes Sunday.

Business meeting on 2nd Friday of month.

**ST. PETERSBURG ASSOCIATION
OF THE DEAF**

4255 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings

W. H. Woods, Sr., secretary
3033 39th Ave., N., St. Petersburg, Fla. 33714

SUNSHINE CIRCLE OF THE DEAF

Meets at Los Angeles Club of the Deaf, Inc
3218½ Main St., Los Angeles, Calif. 90007
Second Thursday of each month, 10:00 a.m.
Tessie Bernstein, corresponding secretary

**THE CHARLES THOMPSON
MEMORIAL HALL**

1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

When in York, Pa., welcome to
**THE YORK ASSOCIATION OF
THE DEAF, INC.**

208 N. George St. York, Pa. 17401

Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.

Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary

UNION LEAGUE OF THE DEAF, INC.

2109-15 Broadway
New York, N. Y. 10023

Open noon to midnight
Thurs., Fri. Sat., Sun., holidays

Walter M. Schulman, president
Anthony F. Sansone, vice president
Aaron Hurwit, secretary
Edward M. Kronick, treasurer

"OUR WAY"

To strengthen Jewish education and
observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N. Y. 10016

Deaf Masons

Elmer F. Long, Grand Master
1617 Ruhland Avenue
Manhattan Beach, Calif. 90267
TTY 213-379-5973

Ray F. Stallo, Grand Secretary
22816 Miriam Way
Colton, Calif. 92324 TTY 714-783-1597

LOS ANGELES LODGE NO. 1
Stated Communication 2nd Saturday
of the month

Charles A. Campbell, secretary
14825 Nordhoff Street
Panorama City, Calif. 91402

GOLDEN GATE LODGE NO. 2
(San Francisco Area)
Stated Communication 3rd Friday
of the month.

Alvin R. Brother, Secretary
1845 El Camino Real
Palo Alto, Calif. 94306

WICHITA LODGE NO. 3

Stated Communication 1st Saturday
of the month.

Wyatt W. Weaver, Secretary
1106 Dallas, Wichita, Kans. 67217

FORT DEARBORN LODGE NO. 4
(Chicago Area)

Stated Communication 2nd Saturday
of the month.

James E. Cartier, Secretary
180 Boulder Hill Pass, Aurora, Ill. 60583

T. H. GALLAUDET LODGE NO. 5
(Washington, D. C. Area)

Stated Communication 3rd Wednesday
of the month.

J. Raymond Baker, Secretary
5732 North Kings Highway
Alexandria, Va. 22303

National Congress of Jewish Deaf

Gerald Burstein, President
6131 Claridge Drive
Riverside, Calif. 92506

Kenneth Rothschild, Secy.-Treas.
25 Wagon Wheel Rd., R.D. #1
Poughkeepsie, N.Y. 12601

Alexander Fleischman, Executive Director
9102 Edmonston Court, Greenbelt, Md. 20770

BALTIMORE J.S.D.
Miss Stephanie Julius
3115 Shelburne Road
Baltimore, Maryland 21208

BOSTON H.A.D.
Mrs. Eva Rosenstein, Secy.,
154 Salisbury Road
Brookline, Massachusetts 02146

BROOKLYN H.S.D.
Mrs. Susan B. Greenberg, Secy.
81-18 151 Avenue
Howard Beach, New York

CONGREGATION BENE SHALOM of the
Hebrew Association of the Deaf of Chicago
Barrett Galpern, Secy.
5920 North Kenmore
Chicago, Illinois 60660

CLEVELAND H.A.D.
Ms. Janice Brown
4498 Raymont Boulevard
University Heights, Ohio 44118

GALLAUDET COLLEGE HILLEL CLUB
Bob Weinstein, Pres.
Hillel Club, Gallaudet College
Washington, D.C. 20002

LOS ANGELES H.A.D.
Mr. Elliott Fromberg
1029 N. Hayworth Ave., Los Angeles, Calif.
90046

NEW YORK H.A.D.
Sam Becker, Secy.
c/o New York Society of the Deaf
344 East 14 St. N.Y.C. 10003

PHILADELPHIA H.A.D.
Ben Pollack, Secy.,
9801 Haldeman Avenue—Apt. D204
Philadelphia, Pennsylvania 19115

TEMPLE BETH OR OF THE DEAF (N.Y.)
c/o Mrs. Alice Soll,
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF
Mrs. William Hoaglin
13524 Hartland Street
Van Nuys, California 91405

WASHINGTON SOCIETY OF JEWISH DEAF
Mrs. Roslyn Rosen, Secy.
9249 Limestone Place
College Park, Maryland 20740

1976 NCJD CONVENTION IN BOSTON